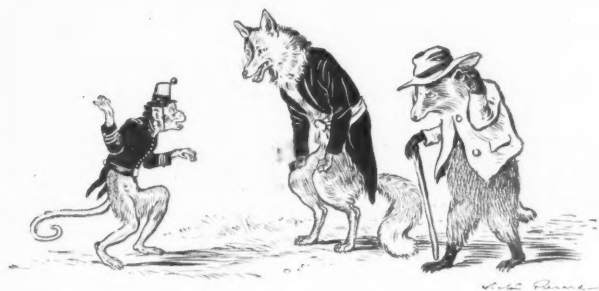


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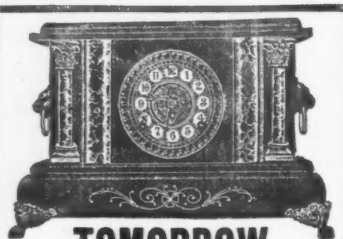
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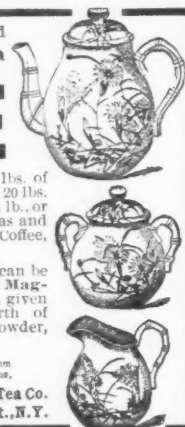
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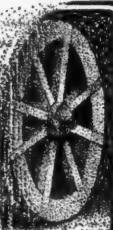
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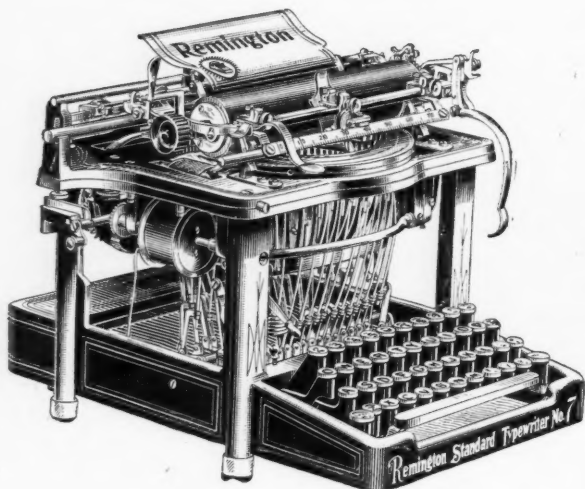
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A Weekly Journal of Education.

Vol. LXVII.

For the Week Ending November 28

No. 20

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## Children's Day.

**C**HRISTMAS is fittingly celebrated as Children's Day. It marks the birthday of him whose life and teachings converted a world to an appreciation of children and the wonderland of childhood. Only in visions of philosophers and poets, before his coming, did the joy that the birth of a child would bring to mankind find utterance. The peoples turned to kings and lawmakers and military leaders for their social and national salvation. Their hopes for betterment of existing conditions were fixed upon the rulers who had established their sway by force of arms or the exhibition of apparently supernatural powers. Not even Plato, to whom the world is accustomed to look as the representative of the highest thought of antiquity, could have grasped the truth uttered by the great teacher of Galilee, when he took little children up in his arms and said, "Of such is the kingdom of heaven." To the great Greek philosopher the wise men of the world led the way to Elysium. He could not have understood the logic of the saving of wicked Nineveh from destruction because of the innocent children within its confines. He would not have regarded Herod's slaying the children of Bethlehem as a crime against humanity, for he could not have understood that these less than two-year-olds represented a better world to come. He could not have comprehended the thought ripened in the Christian era, and uttered in the Levana, "Let a child be more holy to you than the present which consists of things and matured men." And that other famous saying, "In the world of childhood all posterity stands before us, upon which we, like Moses upon the promised land, may only gaze, but not enter."

How wonderfully the change from the old to the new

dispensation was symbolized in the worship of the infant Jesus by the Magi from the East! The wisest men humbled themselves at a lowly manger which held a child. Steadily the inherent truth is tightening its hold upon the world. The history of child education as a subject worthy of the best thought of humanity dated from the first Christmas day. Pestalozzi, Froebel, Colonel Parker (men wholly consecrated to the education of little children) have no prototypes in antiquity. It was Jesus who set a little child in the midst of his disciples as the most precious gift to man, and the highest embodiment in the mystery of spiritual life.

Narrow denominationalism and the tyranny of sceptics have concealed from the world without the pregnant significance of the life and teachings of Jesus, for civilization in general and childhood in particular. May the anniversary of his birth invite the thought of teachers to a closer study of the mighty changes the results of that event have wrought in the prizing and bringing up of the young.

There are powerful lessons contained in the dreams of seers, of good tidings to Zion, and in the story of the children's friend whom fanatic ceremonialism crucified. Whatever the reader's religious convictions may be, he ought to be willing to venture outside of the walls of his structure of personal belief, to enrich himself with whatever treasures there may be without. Let him, if he chooses, adorn his own house of faith with the pearls he finds. But—and if he be a teacher most of all—let him search for those pearls.

## The Christmas Spirit.

An elderly man was on the stage at the Five Points Mission one Christmas day. He addressed the audience thus: "Forty years ago I came in here on a Christmas Eve. I was ignorant, I was wicked, idle, and was wandering



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about. The room was full of just such fellows. Mr. Pease asked us what good we had done, saying that those who worked did good; and pretty soon he took us into another room, and we had quite a feast. After that he said he had shown us the way and we must do the same for our fathers and mothers and all who needed it.

"I went away and came back the next Sunday, as he asked, and he recognized me. 'What good have you done, John?' he asked. I said I had got some work and that the boss had praised me. He replied, 'If you keep right on you are a saved man; Christmas has got into your boots sure enough.'

"I kept on, right on. I went to evening school in Marion street; I dropped my old bum acquaintances and learned the engineering business and am now an engineer on an Atlantic steamer. I have come here to tell you to have the Christmas spirit; try to help some one to get the Christmas spirit."

There is power in the Christmas spirit. Its influence may make a new life dawn in the heart.

### The Great Birthday.

There is one day that claims world-wide attention—and but one day; it is not the birthday of a conqueror but that of a teacher. In all countries the Messiah's birthday is kept, tho in Russia not at the same time as in the rest of the world. As civilization, knowledge, and religion advance so does zeal in the keeping of Christmas. It must not be looked upon as one of the days to be kept, but *the day*. Nor must it sink to being simply the day when sugar candy abounds; it is the day that brought "good tidings to all people."

Not long since the graduates of a school met to keep the birthday of the founder of the school. The basal idea was gratitude, and was a worthy one; but when the speakers undertook to differentiate this teacher from others there was difficulty. There is no difficulty in separating Jesus from all other teachers. He was called the "Teacher;" this term is offered to the reader in the

revised version: "Trouble not the Master," or "Trouble not the Teacher." Pestalozzi and Froebel will pass away but Jesus never. Let us think of him as a teacher. Let us try to feel that he is our teacher, that we have been taught by him, and let us try to live in accordance with his precepts.

To impress upon a school the transcendent importance of Christmas to the world should be the subject of thought for many days. This would not be the world it is had Christ the Lord not appeared. The Jews, groaning under the fearful tyranny of the Romans, felt that only God could rescue them, and they trusted in God to send a deliverer. That deliverer came, and sought to rescue them from moral slavery. He proposed a universal remedy for spiritual slavery for all nations and for all peoples, effective everywhere and at all times. This was the mission of Jesus.

The next meeting of the National Educational Association is to be held at St. Louis, in 1904. The city of Seattle was compelled to withdraw the invitation presented at the Boston convention, because the local authorities deemed the hotel and boarding accommodations, available in that city at the present time, inadequate for the entertainment of the association. The dates for the St. Louis meeting are not yet determined. A meeting of the Department Presidents is to be held in St. Louis, about January 1, to formulate plans for the convention programs.

In accordance with our usual custom the present number of THE SCHOOL JOURNAL contains announcements and reviews of some of the many holiday gifts and standard books issued by the various publishing houses. We extend hearty thanks to them for their aid in the preparation of this annual special number, and we congratulate them, each and every one, for the magnificent showing and artistic work manifested in the Christmas and other seasonable books of the present year.



A Suggestion for the December Blackboard by Margaret Ely Webb.

## Gardening and Flower Study in a Yonkers School.

Yonkers is not a very large city as compared with New York, but it is large enough to have an "East Side" of its own. Right in the midst of the crowded



School Room Garden in P. S. No. 12, Yonkers, N. Y.

section of the smaller city is situated Public School No. 12, of which Mrs. Elizabeth Sanborn Knapp is principal. And down in this school, a number of plans are quietly being worked out that are well worth copying by schools elsewhere.

School gardens—for the lack of ground space they are necessarily window gardens—have been an established success for several years. The tiny lawn in front of the building is as tenderly cherished by the school children as if it belonged to each of them alone. Even in summer vacations, tho there is nobody but the children to protect it, not a pupil would think of stepping on the precious grass, and if anyone else does so, the distress is far from being feigned.

Next year School No. 12 is to have even more elaborate gardens than have been attempted so far. The lawn is too small to allow of flower beds, but there is a long, strong fence.

Next spring and summer will see a row of flower boxes extending the entire length of this fence. Each grade will have one box whose contents will be owned and cared for by the pupils of that grade. Each class will try to have the best box, and all the boxes will be tended as tenderly as a roomful of boys and girls can care for them.

Almost every week in the school year each class is taken by the teacher for a walk in the woods. Flowers and plants are brought back to the school-room for study there, and the children are made familiar with the flowers, shrubs, and trees as they grow. It is astonishing how much information even the very smallest children pick up on these trips. Little seven and eight year-old boys and girls discuss with the earnestness that comes of close observation the lateness of the season as compared with that of the preceding year, the probability that pussy willows will be out before a certain date, or the time when hypatica buds may be looked for next.

How much of the botanical and the esthetic is to be learned from the nature study in No. 12 is suggested by the artistic gardens of which Mrs. Knapp has sent the photographs to the THE SCHOOL JOURNAL. The patriotic possibilities are suggested by the group of little folks whose plants are ready to go to the soldiers' graves on Decoration day. Each year along about the middle of Feb-

ruary or the first of March, each of the children is told to bring to school from some available dump heap, a quart tin can filled with earth. The cans are labeled with the owners' names; seeds are planted in each and the seedlings are grown till the thirtieth of May. Then, instead of flowers, a procession of Yonkers school children marches to the cemetery and places over every soldier's grave one or more of these precious plants, the fruits of three months' watching and labor, and the best lesson in patriotism, in respect for the dead, and in thoughtfulness for others that many of these little Bohemian children will ever receive.

But No. 12 is not a selfish school. Just because it is only ten minutes walk from the woods the children do not want to keep all the treasures of the forest and the field for themselves, so they have adopted a school in New York. Away down in crowded Rivington street, live thousands of children who have never been to the woods or have even seen the everyday buttercups and daisies flecking the fields with dashes of yellow and white, or bending their heads in the summer breeze. And to a Rivington street school the pupils of the Yonkers building send on the treasures they do not need. From the first of September, till the hot days of June drive the pupils from the school-room for the summer, No. 12 keeps the city school supplied with materials for nature work. Autumn leaves, wayside seeds, winter buds, pussy willows, and hosts of roots, blossoms, and leaves find their way from the Yonkers woods to the school-rooms and the hearts of Rivington street. This again is a labor of love, and by its aid not only are the recipients made the richer, but far more are the little folks who furnish the gifts made the richer thereby.

The children of No. 12 are thrifty as well as charitable. As far up town in the greater city as the Rivington street school is down, is situated a beautiful school attended by the children of the rich. There is plenty of money to pay for what they want, but the woods are as far away from these eager children as from the little ones on the narrower street farther down the island. So No. 12, for a consideration, undertakes to supply the Horace Mann school with nature study material. Three

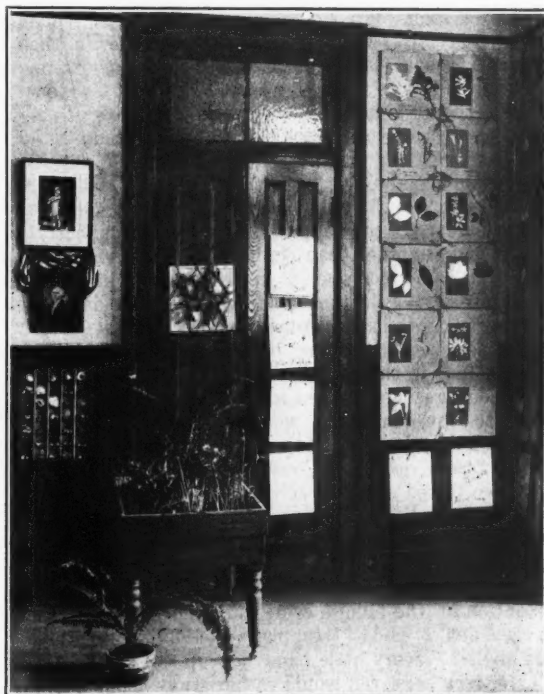


Exhibit of Plants and Blue Prints of Nature Study Material collected by the children of P. S. No. 12 on their walks.



pints of frogs' eggs were sent there last year, and all the interesting things that were supplied to Rivington street free of cost, were bought for a price by the Horace Mann school.

It is in such schools as this in Yonkers, that Americans—and the very best of Americans—are made. The



Group of Children of P. S. No. 12, Yonkers, on Memorial Day. With their precious flowers raised in tin cans they are going to decorate the soldiers' graves.

lessons given by School No. 12, that in doing something for our neighbors we are doing the best for ourselves, are lessons that teachers may apply in their own schools. It is not where the grounds are the largest or the appliances the finest that the best work is done—it is where hearts are earnest and true. Where there's a will there's always a way, as Mrs. Knapp and the pupils in her Yonkers school have found, and are continually finding out.

A description of the nature work in No. 12, by Mrs. Knapp, will be published next week.

## Oyster Shells.

By MATTIE GRIFFITH SATTERIE.

Yes, the royal fiat had gone forth—that is, it was promulgated some years ago,—we were ordered to teach "nature study." I wonder if any other teacher in the length and breadth of this great Republic felt as entirely ignorant as I? In the first place, I know that teachers realize for the first time how very little they know of nature, when they begin to teach the scheduled study.

We were given latitude as to the branch of nature work we would take up. It seemed to me at this time I was equally at "sea" on all sides of the subject. Flowers, I love dearly; they appeal to me as music, poetry, painting, and all other beautiful things in the world appeal. But I did not wish to undertake the study of beautiful flowers with the children. Flowers in pots never flourish in the school-room windows, at least, never in my experience. On the other hand, loose flowers droop and fade in the school-room air.

To encourage the children to bring to me butterflies, moths, etc., my conscience would not permit. I concluded I would take the children into my confidence and let their tastes decide. Consequently, one Friday afternoon we talked upon the subject with much interest. After a heated discussion one little fellow said, "Miss Satterie, why can't we learn about shells; I mean de tings you put to your ear and dey sings just like 'de waves'?" I think "de waves" decided the study. At the mention of the billows every child murmured an assent. When I said, "How many would like to study about shells?" every little hand flew up. I said, "Are you sure, *very* sure, you would rather study about shells than about flowers?" A joyous cry of "Yes, ma'am," settled the question.

The point now was, how should we begin? The oblig-

ing children helped me there also. The morning after their choice was made every child entered the school-room bearing proudly in each hand an oyster shell. Their enthusiasm was so great, their pride so supreme in their own additions to our collection that I received the awful array with a welcoming smile and a word of approval for each gift.

The oyster shells were placed neatly in rows on a table, and each child wrote his or her name and glued it upon his special shells. Immediately every child felt such a sense of proprietorship in our fearful collection! But their pride in those oyster shells was so pretty that I, in sympathy, united with them and was proud also.

Upon the occasion of one of our first lessons, a small boy informed me that oyster shells were made so that men could open them and make money. Another hopeful told me the shells were made to enable the oyster to hide in. The various stories they told me about those shells were both pathetic and amusing. I was obliged, however, to place my royal interdict upon the donation of another oyster shell. The children were much depressed and amazed at my cruelty. One boy asked me, in lugubrious tones, if even in the event of his oyster shell *wearing out* could he not put another one in its place.

For two months we reveled in our beautiful collection. We studied about the juicy bivalve. The oyster's house was a never-failing delight. A kind gentleman and great friend of the school called upon us one morning and was so delighted with the children's enthusiasm that a day after his visit he sent us a pretty cabinet filled with beautiful shells. There were exquisite pink shells from Florida, beautiful pearly ones from the Bahamas, and lovely sunset-tinted shells and conches from all along the Southern coast. I was then in a state of genuine delight, but to my surprise the children surveyed their beautiful cabinet with calm eyes and decidedly *mitigated* delight. I had fully expected the wildest pleasure and joyous enthusiasm, but their critical gaze and very reasonable pleasure disappointed me.



A Christmas Tree in the First Primary room at Ridge Street School, Newark, N. J.



I said at last, in despair, "Well, children, are you not delighted to have this beautiful cabinet filled with such lovely shells?" A slight pause and then, "Yes, ma'am," came in measured tones. "But," I said, "you do not seem as happy as I thought you would be, as happy as I should like to have you." A chubby hand was raised and a little fellow rose to the occasion, asking in hesitating accents, "Miss Satterie, shall we have to throw our own shells away?"

I glanced over my little group of thirty small boys and girls and grasped the situation immediately. "No," I

said, "we shall *always* keep those shells, because, you see, you brought them into school yourselves and they have your names upon them." Such a transformation as took place was funny to see. Smiles broke over the little faces, the eyes brightened, and happiness reigned once more. The dark cloud was lifted, the gloom dispelled. Their precious shells, their very own, were not to be displaced by the aristocratic usurper, the patrician cabinet, and they could now afford to admire the beautiful shells the cabinet contained.

## Poems to be Memorized.

### *The New York City List. II.*

All who are interested in school work have awaited with eagerness the publication of the new course of study for New York city. Nor has there been reason for disappointment; in suggestiveness and in practical working value, it is all that could be asked by the most progressive teacher.

The course suggests that in each of the eight elementary grades, more or less good poetry be memorized. The poems from which the selections for Grade 1B are to be made, are given below. At least four lines should be memorized each week. The list of poems for succeeding grades will appear in later numbers. The list as published here, was collected by Miss J. A. Clark, of Public School No. 4, Manhattan, and it was loaned to THE SCHOOL JOURNAL thru the courtesy of Miss Lizzie E. Rector, principal of the primary department.

#### Over in the Meadow.

Over in the meadow,  
In the sand, in the sun,  
Lived an old mother-toad  
And her little toadie one.  
"Wink!" said the mother;  
"I wink," said the one;  
So she winked and she blinked,  
In the sand, in the sun.

Over in the meadow,  
Where the stream runs blue,  
Lived an old mother-fish,  
And her little fishes two.  
"Swim!" said the mother;  
"We swim," said the two;  
So they swam and they leaped  
Where the stream runs blue.

Over in the meadow,  
In a hole in a tree,  
Lived a mother-bluebird,  
And her little birdies three.  
"Sing!" said the mother;  
"We sing," said the three;  
So they sang, and were glad,  
In the hole in the tree.

Over in the meadow,  
In the reeds on the shore,  
Lived a mother-muskrat,  
And her little ratties four.  
"Dive!" said the mother;  
"We dive," said the four;  
So they dived and they burrowed  
In the reeds on the shore.

Over in the meadow,  
In a snug beehive,  
Lived a mother-honey-bee  
And her little honeys five.  
"Buzz!" said the mother;  
"We buzz," said the five;  
So they buzzed and they hummed,  
In the snug beehive.

Over in the meadow,  
In a nest built of sticks,  
Lived a black mother-crow,  
And her little crows six.  
"Caw!" said the mother;  
"We caw," said the six;  
So they cawed and they called  
In their nest built of sticks.

Over in the meadow,  
Where the grass is so even,  
Lived a gay mother-cricket  
And her little crickets seven.  
"Chirp!" said the mother;  
"We chirp," said the seven;  
So they chirped cheery notes  
In the grass soft and even.

Over in the meadow,  
By the old mossy gate,  
Lived a brown mother-lizard  
And her little lizards eight.  
"Bask!" said the mother;  
"We bask," said the eight;  
So they basked in the sun,  
By the old mossy gate.

Over in the meadow,  
Where the pools shine,  
Lived a green mother-frog,  
And her little froggies nine.  
"Croak!" said the mother;  
"We croak," said the nine;  
So they croaked and they splashed,  
Where the clear pools shine.

Over in the meadow,  
In a sly little den,  
Lived a gray mother-spider,  
And her little spiders ten.  
"Spin!" said the mother;  
"We spin," said the ten;  
So they spun lace webs,  
In their sly little den.

Over in the meadow,  
In the soft summer even,  
Lived a mother-firefly,  
And her little flies eleven.  
"Shine!" said the mother;  
"We shine," said the eleven;  
So they shone like stars,  
In the soft summer even.

Over in the meadow,  
Where the wise men dig and delve,  
Lived a wise mother-ant,  
And her little anties twelve.  
"Toil!" said the mother;  
"We toil," said the twelve;  
So they toiled and were wise,  
Where the men dig and delve.

—WADSWORTH.

#### Old Gaelic Lullaby.

Hush! the waves are rolling in,  
White with foam, white with foam;  
Father toils amid the din;  
But baby sleeps at home.  
Hush! the winds roar hoarse and deep,—  
On they come, on they come!  
Brother seeks the wandering sheep;  
But baby sleeps at home.  
Hush! the rain sweeps o'er the knowes,  
Where they roam, where they roam;  
Sister goes to seek the cows;  
But baby sleeps at home.

#### Robin Redbreast.

Good-by, good-by to summer,  
For summer's nearly done;  
The garden smiling faintly,  
Cool breezes in the sun;  
Our thrushes now are silent,  
Our swallows flown away,—  
But Robin's here a coat of brown,  
And ruddy breast-knot gay.  
Robin, Robin Redbreast,  
O Robin, dear!  
Robin sings so sweetly  
In the falling of the year.  
Bright yellow, red and orange,  
The leaves come down in hosts;  
The trees are Indian princes  
But soon they'll turn to ghosts;  
The scanty pears and apples  
Hang russet on the bough;  
It's autumn, autumn, autumn late,  
'Twill soon be winter now,  
Robin, Robin Redbreast,  
O Robin dear!  
And what will this poor Robin do?  
For pinching days are near.  
The fireside for the cricket,  
The wheatstack for the mouse,  
When trembling night-winds whistle  
And moan all round the house,  
The frosty ways like iron,  
The branches plumed with snow,—  
Alas! in winter dead and dark,  
Where can poor Robin go?  
Robin, Robin Redbreast,  
O Robin dear!  
And a crumb of bread for Robin,  
His little heart to cheer.

—ALLINGHAM.

## An English Charity School a Century Ago.

Whatever differences of opinion there may be with regard to corporal punishment to-day, the use of the rod was practically universal a century since. Its use in the charity school, so vividly described below, was typical of its employment with both children and malefactors, at the time to which the narrative refers, somewhere about 1760. The name of the writer, the exact situation of the school, and the name of the noble family who supported the institution are not given in the old book on flagellation from which this account is taken. Suffice it to say that the school was conducted in an English country town, by private charity.

The charity school of East Barkham, the narrative reads, was the care—indeed, I may say the property—of the Ladies Royston. They provided and regulated everything necessary, ruled the teachers, and assisted with both head and hands in enforcing the laws laid down for our guidance—indeed, they were very ready with their hands, the younger lady—the Lady Maria—superintending all the punishments, and doing a great deal of whipping herself. The Lady Marjory did not care to flog us, but had her maid do it, and I have seen her stand by and look on till the poor girl was quite exhausted by the exercise of flogging a number of kicking, squalling youngsters, both boys and girls.

The school was in the grounds, about a mile from the house, which was a splendid mansion—one of the finest in the country. From the windows we could see the great doors upon which the arms of the family were emblazoned—two leopards with golden crowns upon their heads, supporting a shield. It was a very splendid place inside, and every Christmas we were taken in to see my lord and my lady the countess, who was a very handsome woman, always dressed in the last Paris fashion. We had cake and wine, on the Christmas days, in the great hall, a magnificent place with painted windows and a roof decorated like a cathedral, all in gold and colors. My lady would speak very kindly to us, and generally tell one or other of us that she had found a place for her, as we

were trained to be lady's maids. And very well some of the girls did when they were put out in the world.

We were very much afraid of my lady. She whipped without mercy, and just before I went to the school she had taken her old place in the punishment hour, and once ordered the whole forty children up for correction, which she and her maid then and there administered. Joan—that was the maid's name—has many a time laughed at me when I was crying after a whipping, and told me to wait till I was the Lady Marjory's maid, and I should then know what flogging really meant. She said Lady Marjory, for all her apparent mildness now, was a regular Tartar, and I should catch it if ever she was my mistress. I used to tremble a little at the prospect, but it was the fashion for ladies sometimes to use the rod, and I thought but little of it; indeed, I think they were better servants then than they are now.

The school was an old building called the Hermitage, built in the hollow of a hill, and looking right down into the gardens. It had been unused for a long time, and on the earl's marriage his lady had taken a fancy to establish a school there for the sons and daughters of some of the tenantry and orphans, who were to be clothed and educated at her expense, and put out into the world afterwards fit to earn their own living.

And an excellent school it was, and very well we were done by in it. There was accommodation in it for forty children, twenty boys and twenty girls. We were dressed in uniform, which was the most disagreeable part of our experiences, for my lady had chosen it as being exceedingly ugly, tho sufficiently warm and comfortable. Our shifts and the boys' shirts were made of a material half cotton, half linen, which was very harsh to a tender skin, and afflicted us sorely; then we had gray flannel petticoats, very thick and coarse yellow-stuff skirts, and parti-colored gowns.

This was a whim of my lady's, who said that her girls should not be like those of any other school; so our gowns were blue and red—the bodies and the skirts to the knees



Eighteenth Century Children at Play.—From a contemporary painting by Peter Breughel, in the Vienna Imperial Gallery.

## God Rest You, Merry Gentlemen

OLD ENGLISH CHRISTMAS CAROL.

1. God rest you, mer-ry gen-tle-men, Let noth-ing you dis-may,  
2. Now to the Lord sing prais-es, Ah you with-in this place,

Re-mem-ber Christ our Sa-vi-our Was born on Christmas Day;  
And with true love and broth-er-hood Each oth-er now em-brace;

To save us all from Sa-tan's pow'r When we were gone a-stray;  
The ho-ly tide of Christ-mas, All oth-er doth ef-face.

**CHORUS.**  
Oh, tid-ings of com-fort and joy, com-fort and  
joy. Oh, tid-ings of com-fort and joy!

were blue, and the sleeves and the bottom of the dress bright scarlet. Our stays were made of leather, very long-waisted and hard, but there was no mercy in the matter of lacing; one of the teachers superintended that operation every morning, for my lady would not suffer the least stoop or looseness about the waist of any of us, and her daughters were just the same. They were mistresses when I was there, for when they grew up their mother gave it up to them, and they proved themselves worthy successors to her, I can tell you.

We had white kerchiefs, with a chain border of scarlet and blue, crossed over our bosoms, and pinned down so tight as to tear them often, for my lady said that it helped to give a proper set of the breast and improved the fall in our shoulders. We had little calico caps, with round crowns and crimped borders, with a piece of muslin bordered like our kerchiefs, twisted round it instead of ribbon. The ladies were very particular about these caps, and the girls who did the laundry work got many a whipping and other punishments if they were not ironed to their taste. One way of punishment for negligent laundry work was to pin all the ill-ironed caps and kerchiefs to the culprit's back, and make her stand upon a stool in the dining-room, where she could be seen by every one who passed the front of the house,

and was visible by the boys from their playground. We didn't like that—we even preferred whipping. Our gloves were of nankeen, with the earl's coronet worked on the backs in red and blue in stripes; and our shoes of strong leather, with high heels, pointed toes and flat steel buckles. For going out we had large, round camlet cloaks (black, bound with red), with hoods fitting tight to the heads; and as our hair was all cut off, they were not becoming, I assure you.

The boys wore knee-breeches of leather, stockings and shoes similar to ours, waistcoats of red cloth, with large pockets and flaps reaching nearly to their knees, loose blue coats with large buttons having the earl's crest on them, and calico cravats with the same bordering as our kerchiefs. Their cocked hats were of very heavy coarse felt, and had neither buckle nor trimming.

No child was admitted into the school under seven years of age, and the time they remained was from seven to nine years, so that we were quite young women when we left. The training was excellent, and we were in request in all the families round as ladies' maids. The discipline of the school was very strict. We rose at six summer and winter, half an hour only being allowed for dressing; at the end of which time we were inspected by the teacher on duty for the day, and if we had so much as a fold or a pin out of place, we were marked down for punishment. Then we had a piece of bread, after which we went to prayers, and then to an hour's early school. At half-past eight we breakfasted, and at nine we returned to school till a quarter to eleven; then another piece of bread,

## The First Nowell

OLD ENGLISH CHRISTMAS CAROL.

1. The first Now-ell the an-gels did say, Was to cer-tain poor  
shepherds in fields as they lay, In fields where they lay keep-ing their

**CHORUS. ff**  
sheep, On a cold win-ter's night that was so deep. Now-ell, Now-  
ell, Now-ell, Now-ell. Born is the King of Is-ra-el



and a quarter of an hour's play; then school till twelve, then dinner and recreation till two; then school till five, supper at six, and bed at eight, after prayers.

The great event of the day was what we called "punishment hour," which was from four till five in the afternoon, when the ladies attended in person when they were at home, bringing their friends with them to inspect the school. We used to regard that hour with very mingled feelings. Sometimes—especially when they had gentlemen visitors with them—they would come in good temper, and with pleasant faces; sometimes they would be very cross, and ready to vent upon us all the annoyances they might have met with at home. There was great contrast between the two ladies. The Lady Marjory was fat and sleepy-looking, like her father, with fair hair and blue eyes, that seemed as tho they could not flash; and the Lady Maria was slight and dark, with eyes like a hawk, the picture of her mother in features as well as temper. Both ladies had copied the French mode of dressing from their cousin, and used to come to the school daily in toilets that were to our eyes like the draperies in a fairy tale. Their feathers and flowers, their sparkling jewelry, and the huge scented fans they carried, were subjects of daily and hourly admiration amongst us.

All the marks against any girl or boy were laid before their ladyships, who would appoint the punishments and see them carried out—the Lady Maria and her cousin, Mdlle. Burgoyne from Paris, who was staying at the castle, wielding the rod with much grace and dignity. Lady Marjory used to bring her mother's maid with her to do the whipping, taking her to task severely for the awkward manner in which she sometimes managed the business. I remember very well her giving the girl two or three sharp cuts with the rod before us all one afternoon, for not administering punishment in a sufficiently smart manner.

We were all mustered in school, and among the black marks against many of us there were three to one girl who was a great trouble to the teachers. There was a laundry mark, a talking mark, and a mark for "want of respect to my lady." Any omission of the ceremonies of duly courtesying to, or saluting, our teachers was called by that name; the school belonging to her, we were considered to have insulted her personally. For the laundry mark she was to have six stripes of the rod, and stand with the spoiled caps pinned about her on the stool; for the second offence she was not to speak or be spoken to, except in school hours, for a week; and, for the third, she was to be "well whipped." Lady Marjorie wrote these down on a piece of paper, for it was her day, and gave them to the governess, who read them aloud; and Lady Maria and her cousin smiled, and said it was the only proper punishment.

Mdlle. Burgoyne would like to have taken some of the whipping into her own hands, being just fresh from a French school, with the full remembrance of her own experiences in her mind, but the ladies would not give up their privileges, and she had to be content with offering some suggestions, for which we did not thank her. It was at her prompting that a slender whalebone rod was substituted for the old-fashioned birch, which, tho it looked more formidable, did not hurt half so much, nor leave such weals upon one's skin. She was the pink of fashion, this young lady, and used perfectly to bewilder us with the elegance of her attire. She would come to the school in the most elegant brocade sacques over satin petticoats, with beautiful high-heeled satin shoes and clogs, and her hair dressed so that her head looked as large as a peck measure.

But I am digressing from my story of how Lady Marjory whipped Joan in the school. Betty Brown, the girl to be whipped, was ordered to stand out, which she did, looking very shamefaced. She was a big, tall girl in appearance, far more robust than either the Lady Maria or her cousin. She was going to be maid at Lord Royston's,

a fine house in the next county, for she was a clever girl, tho careless and troublesome at times. Betty stood before the party, till Miss Thomas, the school-mistress, rose, and curtseying, read out the punishment. "Betty Brown will fetch the rod," my lady said; and the girl went, coloring crimson, and ready to cry. When she came back, she knelt, and presented it, as was the fashion, and then Mademoiselle said sharply, "Kiss it." That was one of the new notions she had brought from France, and we didn't like it—we never had to do it before she came. Betty kissed it, looking dreadfully terrified while she was prepared for flogging.

Joan stripped her, and she was made to fold up her clothes, piece by piece, as tho she were going to bed, while we all sat in our places looking on, not allowed to move or speak. Joan tucked up her sleeves and receiving the rod from the Lady Marjory with a profound courtesy, prepared for business. But Betty was not going to be flogged without opposition. "Hold that girl's feet," was Lady Marjory's next order, "or Joan will never be able to get at her."

So Miss Thomas made the feet fast, and then Joan began. The dreaded rod fell swiftly and surely on the white flesh, raising rod weals in all directions. If Joan was clumsy she was energetic, and Betty Brown roared and wrestled under the operation most lustily; but for all that the performance did not please the ladies.

"What a clumsy creature!" said Mademoiselle; "she hasn't an atom of grace."

"Marjory should do it herself," said Lady Maria, "One can't expect everything from servants."

"I hate such violent exercise," said her sister; and then, turning to Joan, "You clumsy, awkward creature, you! have I not shown you how to use the rod a hundred times? Has not my mother shown you?"

"Yes, and made me feel it, too," said the girl sulkily. "The brat kicks so, there's no doing anything properly."

Lady Marjory had risen from her seat and came nearer to the girl and her punisher as she spoke; and whether by accident or design did not appear, but Joan, in raising her arm to give an effective blow, happened to touch her ladyship's face. My lady forgot that she didn't like exercise then; she snatched the rod from her servant's hand, and posing herself in an attitude, commenced heartily lashing the astonished girl on her arms and neck, and wherever she could get an opportunity to hit her. For a minute Joan was too astonished to resist; but when she recovered her scattered wits, she rushed round the room, with the lady in full pursuit, leaving Betty Brown shivering and smarting on her uncomfortable elevation.

The ladies not only whipped us, but they whipped the boys too, at least the Lady Maria and her French cousin did—Lady Marjory had scruples of modesty about it, and declined. Mdlle. Burgoyne introduced a good many new customs into our school. Before she came the whipping used to be entirely optional, and the ladies used to whip with short, sharp blows, without any method; but she commenced the French fashion of long, regular, sharp blows, counted and applied in a measured manner; so that when we were sentenced to a whipping, we knelt and said, "May it please your ladyship to give me so many blows on account of my great fault;" and when we returned the rod, the formula was, "I thank your ladyship humbly for the whipping I have received;" and we had to say it without any sobbing or stuttering either. She was a regular Tartar, that young French lady; anyone fonder of using the rod I never did see.

After a whipping at school, we had to carry the rod fastened upright on our backs the most of the day, no matter who came to see the school, or where we went, and I have been sent with a message to my lady with the rod at my back before now.

My lady whipped her maids and her pages, and my lord thrashed his valet or his grooms. Mothers in those days whipped their grown-up daughters, who submitted to the discipline without a murmur; for in my day a mother's will was law.

## The Public Schools of London.

The visit of the Mosely education commission has aroused a widespread interest in English education. The London school system, as that of the largest city in the world, would be of interest in itself, but as it exemplifies the English progress of the last thirty years in educational matters it has an added attraction to the student of public school systems. A thoro understanding of the London system cannot be gained without an appreciation of the fact that English public education had its origin in what we usually term rescue work. Until the last half of the nineteenth century the children of the working classes grew up without any schooling. The educational reformers took the matter in hand. Church schools, night schools, and other charitable enterprises were started. These gradually developed, aided somewhat by the government, until they were attended by over 150,000 children. But this was only two-thirds of the school population of the city. In 1860, the law limited the schools to "the education of children belonging to the classes who support themselves by manual labor." The law of 1870, the foundation of anything approaching general education in London, admitted the sons of policemen and porters, but excluded the sons of clerks and shopkeepers. Not until the act of last July for London and the act of 1902 for England did the law provide everything that is needed in education. Thus the new educational authority is the first body to be called upon to give every child of school age physical, moral, and mental training.

The establishment of the London school-board in 1870 was the first systematic attempt to rescue all the children in that city from illiteracy. By persistent efforts the board succeeded in changing public sentiment so that now most of London's 800,000 children are in school. The board has provided buildings for 500,000 pupils at a cost of \$70,000,000. It has furnished well-lighted and decorated schools with complete equipment, pianos, libraries, and playgrounds, together with a staff of trained professional teachers.

Practically, in the elementary schools, there is a school place for every child. The average attendance has steadily improved, altho at all times 120,000 children are away from school. Then there is probably a body of perhaps 50,000 children that succeeds in escaping most of the educational discipline. These figures show that quantitatively the London system has reached a high plane.

As to the quality of the teaching in the elementary schools no precise statement can be made. A thoro system of supervision is lacking so that the divergence between the schools is very great. Still greater divergences exist among the 500 voluntary schools which instruct two-sevenths of the children. Competent observers declare that, lumping all the schools together, they would be declared inefficient in some particulars by a school inspector of nearly any foreign school system. Some lack in buildings and sanitation; others in equipment or curriculum, and still others in their teaching corps.

As the leveling up of the London elementary schools has taken place the supply and training of teachers has been a great problem. The pupil teacher system was used at first. A boy or girl, usually about thirteen or fourteen, as soon as he was thru the elementary school began to teach fifty or sixty urchins in the lowest grades. During the evenings they studied to pass government examinations. Upon the result of these the teacher's ability to gain a position in a higher grade depended. This system was improved by the London school board, which instituted a "Day Training College," and a scholarship system.

The college was established in connection with London university. The pupils live at home or in lodgings, and, while they are given special pedagogic instruction, they must obtain their academic instruction as ordinary

students in the various university colleges. The scholarship scheme started by the school board has proved a most successful development for the pupil teachers. Every year about eight hundred pupils in the public elementary or lower secondary schools, between the ages of eleven and thirteen, are selected by competitive examinations. The successful ones are given from two to five years higher education. In addition to these scholarships there are free places at most of the London secondary schools which are utilized by the lower middle and professional classes. Above these opportunities are so-called intermediate and senior county scholarships for candidates between fifteen and nineteen years of age. These serve to carry on the best of the junior pupils, to admit to the highest secondary schools the ablest children of parents ineligible for the lowest rung of the social ladder, and to take the best of the children to the technical school and the university.

For the parents who can afford to keep their children at school until seventeen or nineteen there are a large number of schools. About 25,000 children are in such schools in London. But, unfortunately, they are little known; in fact, the common impression is that the "public" secondary schools of the city are few and inefficient. Even some of the best informed educational administrators know little as to their real state and quality. The efficiency of these various schools is extremely diverse. Many have good buildings, laboratories, and equipment. Where most of them lack is in the teachers. The income of the average school of this character is sufficient to pay only one good salary, which, of course, goes to the head teacher. The assistants receive, ordinarily, only the smallest of pittance.

For the secondary education of the masses there has been organized by the school board on one hand, and the Technical Education board, a creation of the London County council, on the other, an extensive supply of evening classes. These provide instruction in every imaginable subject of literature, science, art, and technology. The classes of the school board enroll 120,000 students for the winter session. They are conducted in 400 of the day-school buildings by the younger teachers of the day school. The work of the technical education board deals usually with a more advanced stage and older pupils. It is concentrated in forty polytechnics, art schools, and technical institutes which have in the aggregate 50,000 students. Here the lecturers and teachers are specialists in their respective subjects, teaching in institutions specially equipped for their work. In spite of these classes there are, in London, over 400,000 youths, between fourteen and twenty-one, not receiving any educational influence. Out of 84,000 boys and girls, between fifteen and sixteen, only 21,000 are on the school rolls.

At the crown of the whole educational system is the newly re-organized University of London. It has 600 professors, eight different faculties, twenty-five constituent colleges, three thousand undergraduates, and a large number of unmatriculated students attending university courses, especially in medicine, science, technology, and economics. The university has also connected itself closely with all the other branches of educational work. By its inspection of schools and its "school-leaving" examination it stretches down to the secondary schools, from which it is attracting a steadily increasing number of undergraduates. By the opening of many of the ordinary courses of study to the evening student it has put itself in touch with a crowd of able and eager pupils. Both in respect to the training of teachers and the adequate development of the scholarship system it has made itself indispensable to the elementary schools.

This rapid sketch of the most prominent facts of the London education system shows the material with which the local education authority, created by the act of 1903, will have to work. To the American there are several striking points in the situation. One of these is the lack of unity of the system. This is due, in great measure,



to its origin, being in the nature of a supplement to the already existing schools for the children of the middle class. This idea of introducing class distinctions into the school is also foreign to our ideas. But, in England, parents in a certain plane of society would no more think of sending their child to a "board" school than the average American would send his child to a reform school. The members of the Mosely commission were struck by this lack of class distinctions in our schools more than by anything else.

The lack of a comprehensive system of secondary education is noticeable. The children of the classes usually reached by the free schools go to work at an early age, and so there is not a very great demand for day secondary education. As a matter of fact, London has more children in its secondary schools than either Paris or Berlin. This is due to the industrial conditions which also explain various other differences between their systems and ours.

### The School "Des Roches."

The tendency to break away from traditional schools and traditional methods of teaching has, in recent years, resulted in noteworthy pioneer work along original lines. Several schools have been started to demonstrate the educational convictions of enthusiastic reformers. Among them Dr. Reddie's "Abbottsholme" easily holds first place.\* Various institutions are proud to acknowledge their indebtedness to this delightful school in the heart of England, and to its progressive principal. One of the most interesting of these was established in October, 1899, in Normandy. The school Des Roches is situated on the railroad line running from Paris to Granville, about two hours from the former city.

Several years ago a book appeared in France which startled all Europe. It was entitled "What Constitutes the Superiority of the Anglo-Saxons?" and it was criticised, commented upon, discussed and written about until its author, Edmond Demolins, woke up one morning to find himself famous. Had it not been for this same

Demolins, the little school "Des Roches" would perhaps have continued its work for years, hardly heard of outside its immediate neighborhood. But this far-sighted student saw for what the "Des Roches" school stood, and, in a three-hundred-page book, entitled "L'Educaton Nouvelle," he has given its message to the world.

As the scheme of "Des Roches" includes much out-of-door work, Demolins tells us, it was necessary to select for its location a particularly healthful spot. The school buildings are situated in the midst of a property of twenty-three acres, containing a park, meadows, cultivated fields, and a pine grove. As is fitting for a school which proposes to be an improvement upon the school of the past, the buildings are planned, heated, and lighted after the most modern methods. In short, the physical properties of the school are ideal for the work proposed, and could hardly fail to energize even the most pedantic classicist.

The object of the school is to work out the best education possible for a child. The system is opposed to most of the ideas of the past. It aims to make, as rapidly and as completely as possible, men, from a moral, intellectual, and physical standpoint. Love of work is to be developed, and also the spirit of responsibility, reverence, self-control, habits of industry, and perseverance.

Much of the criticism of our own public schools, and even against our system of higher education, is possible, because these virtues, either wholly or in part, are lacking in their graduates.

At "Des Roches" classical and modern languages are being taught, but, according to a new plan of study, better adapted, it would seem, to the necessities of teaching than the old. The various courses are designed to prepare for college, the technical school, and business, but, at the same time, the coming manhood of the pupil is never lost from view.

The school has already proved a success. Its graduates have taken prizes at various universities, and educational experts from England who have visited the school have attested to the excellence of the work accomplished. The pupils number some sixty, all that the present accommodations will admit.

In order to understand the course of study, which is the backbone of the experiment, it is necessary to glance

\*An illustrated description of this famous school was presented in the annual summer number of THE SCHOOL JOURNAL for 1902.



A Primary School in Brittany.—After the painting by Geoffroy.



at the school life. Here the observer will notice three important pedagogical principles: First, the variety of study and work arranged with the view to avoiding fatigue of the child, as well as to develop the mind and determine the best future sphere of work. Second, the extraordinary animation with which study and work are carried on, serve to justify the methods in use. Third, liberty is given each pupil in choosing, among the different forms of work, those which interests him most, or which he thinks will be most useful to him.

Thus, while in school, these children lay the foundation for liberty and responsibility in after life. One of the most deserved criticisms of the American public school is its failure to give just this foundation. The pupil leaves school without a right realization of the true meaning of liberty.

#### A Day at the School.

The daily program for "Des Roches" school is as follows:

- 7:00 A.M.—Rising bell.
- 7:20.—Light exercise out of doors.
- 7:30.—Breakfast.
- 8:30–10:20.—First and second classes. Recess and unch.
- 10:30–12:20.—Third and fourth classes.
- 12:20–1:00.—Gymnastic exercises.
- 2:00–5:30.—Cabinet making, designing, play, gardening, work on the farm, etc.
- 5:30.—Supper.
- 6:00–7:00.—Classes. In summer, exercise and cricket.
- 7:00–7:30.—Singing class.
- 7:30–8:30.—Music, talking, reading, modeling, carving, etc.
- 8:30.—Light meal, prayers, and retiring bell.

[To be continued next week.]



### Cultivating the Christmas Spirit.

#### A Short Story.

Miss Lawrence was much perplexed. Her school of forty pupils of all ages, and wanting in refinement, ruffled her sensitive spirit. She liked order, precision, and courtesy. Most of her pupils seemed to be willing to munch apples in secret, they stared unpleasantly at her, they laughed when she dropped a crayon or a book. But she was one of the "new sort,"—at least the parents said so, for she introduced nature study, and had a table for the small children to sit around, where they might play with blocks or paste pictures in scrap books.

She was a graduate of the Oswego Normal school, and she kept the birthdays of Longfellow, Bryant, Holmes, Washington, Lincoln, and others; this was a new idea in Kingsley and was talked about in the homes. She knew she was right and yet she felt she had not accomplished what she intended and wished. Her pupils were still rude, rough, unkind, and selfish.

Last year she determined to make Christmas effective in producing a loving frame of mind. Some of her pupils had told her of the presents they had received. "I got more candy than any one," said Hubert. Inquiry as to the disposal of this elicited the selfish reply, "I eat the whole of it."

She reflected. She certainly had not failed in moral preaching; nor in a nice example; what was lacking then? She felt there was a woful lack of kindness. How many times she had told them so! She came to a sudden resolve—"I will drill them in kindness." They had been talked to about kindness; now they must be trained in kindness. "Learn to be by doing."

There was a whole month before her, and she would

train the Christmas spirit into the pupils so that when Christmas came they would enjoy it. She told her plan to two of the older girls and two of the older boys and named them as "helpers," putting neat pink rosettes on each. One of these stood at the door in the morning and the other was on the playground. When a pupil came into the school-room the "helper" directed him to stop near the door until recognized by Miss Lawrence, then to bow, smile, and say, "Good morning." When she had returned his salutation he could take his seat, and not before.

All thru the day she trained in ways of kindness, altho saying but little. "I have talked enough," she said to herself. To her surprise the pupils seemed to like this new departure. If there was jostling she tapped with her pencil: "James, you have forgotten to say, 'Excuse me.'" If a pupil's clothes were chalked a "helper" assisted in brushing them. When they departed at the close of the day, each paused, looked at her, smiled, and said "Good-night."

Without fretting or scolding she trained the school in the little things of "conduct" day by day. She felt the task grew easier, that they derived pleasure from this improved style of intercourse. They were more dignified, less impetuous, and more self-restrained. The minutest details, where intercourse was concerned, were considered.

She was impelled in a day or two to ask, "Why is it that we are taking pains in our treatment of others?" and the reply was, "We want to make them happy." She attempted to show by her manner that she enjoyed all these efforts to exhibit kindness, and at eve would remark, "So many to-day have thought of others that we have had a real good time."

She called upon her highest class to tell her what they thought should be done about Christmas. They nearly all attended a Sunday school which put up a Christmas tree and hung gifts on it, so, of course, there would be no tree at the school. There was considerable consultation. None were poor; there was a man who lived by himself in a red house and they thought he might have a nice dinner. A committee was appointed to attend to this.

As for the pupils themselves, it was decided that the afternoon should be spent in games and charades and then a box of oranges should be distributed, each to bring a teaspoon for eating his orange. All this was arranged for secretly. The teacher and her "helpers" collected enough money from the parents to buy the oranges, and all were notified to be present on the afternoon before Christmas day.

Miss Lawrence told them they had been making efforts to cause happiness in the school-room and had been quite successful. "That is what we shall try to do this afternoon."

We cannot undertake to tell of all the simple diversions that were brought forward (they were unknown except to the participants). Finally a half barrel was brought in, with a cover in which was a hole to admit the hand. Slips of paper, each with a number on it, were laid on the pupils' desks, blank side up. This done, the command was, "Turn the slips over." The same numbers were on cards in a box. From the box a boy drew one card at a time and called the number. The pupil who had the number called on his slip, came forward and thrust his hand thru the cover and drew out an orange.

All having a portion of the fruit the helpers went around and distributed napkins of paper, cut the oranges in halves, and then, all waiting until Miss Lawrence began, the spoons were diligently applied.

The teacher felt when she sat down at home to review the past weeks that she had made a good success of cultivating a spirit in her school that would enable her pupils rightly to enjoy Christmas day.

## Letters.

### Corporal Punishment.

In the issue of *THE SCHOOL JOURNAL* for November 14, I noticed a communication referring to the Report of the Principals of New York city to the Board of Education. Among other things, the report suggests the abolition of the law prohibiting corporal punishment in the public schools. Reports of this kind are apt to mislead the public in general and the management of the country schools in particular. The latter often look upon these statements as an expression of authoritative opinion, especially when it is seemingly based upon a thoro investigation and deals with the experience covering 175,000 children.

The country school has its own difficulties. While the city feels the influence of the streets, the lack of proper home surroundings and want of more room, the country schools suffer from the absence of grading and want of more efficient teachers. The country teacher is often at a loss as to how to maintain order and many times is tempted to exert physical force. Notwithstanding the law and the opinions of the leading educators corporal punishment, not as a matter of system, but as an ordinary occurrence exists in the country schools and represents one of the most evident indications of the weakness of our educational system.

The request of the New York principals will undoubtedly give courage to the promoters of the theory that "the one who spareth the rod spoileth the child" and these are the considerations that prompt me to express doubts as to the advisability of the measure recommended by the principals of New York city, especially so, because its influence will have far reaching effects. The subject is of vital importance and deserves serious public consideration. There may be some difficulties in New York city that compel the principals to acknowledge frankly "that the means at their command for disciplining the unruly pupils are inadequate." Their figures, however, indicate that only three per cent. come under this category. It is true that training implies power to enforce obedience. The execution of the law does not mean the use of the rod. If there is truth in the argument that "each act of discipline leaves its impress upon the minds and characters of the youthful observers of it," how then, about the impress of the brutal and unsightly spectacle of the teacher using physical force to instill his or her authority. Years and years of hard struggle was the cause of the "abolition" of corporal punishment from the city schools. The best representatives of our educational system have exerted their influence. The child attending school ought to know at least that it is protected by law from the brutal, sometimes uncalled for cruelty of the teacher.

It is no secret that the present system of teaching, the long school hours, the many objects of the curriculum are far from being perfect. The demands upon the child are too severe and it is a blessing to feel that our children cannot be imposed upon without limit. Corporal punishment is abolished in prisons.

Mr. Morrison in his "Juvenile Offenders" says, "It is safe to remark that neither imprisonment nor corporal punishment possess much value in preventing offence." Mr. Whitney Balme in a letter remarks, "As a young magistrate, thirty years ago, I was strongly in favor of birching. My faith was shaken by observing in the public book of quarter sessions how frequently a whipping appeared at the beginning of a long list of re-convicts. This led me to inquire further and I got Mr. Shepard, the governor of the Wakefield prison to go very carefully into a large number of cases of juvenile crime recorded there. We found while an average of about thirty per cent. of juvenile offenders sentenced to ordinary imprisonment were reconvicted, of those of whom whipping had formed part of the sentence, not less than sixty per cent. were re-convicted."

The institutions for feeble minded children also get along without using corporal punishment. Is it not deplorable that public schools maintained for normal children seem to be in need of this primitive measure?

People who have had some experience with school work know that it is the young, inexperienced teacher, "the substitute," the overworked teacher that loses control in the class-room and proves bankrupt by using his or her hands instead of the head. A teacher so poorly equipped is to be pitied. As long as we shall be compelled to employ teachers who look upon their profession as a temporary occupation, as long as a professional training will mean a superficial, theoretical knowledge of some standard books on the one hand; and on the other, as long as the school curriculum and other regulations will not correspond with the natural development, we shall hear complaints both from the teachers and the children, and corporal punishment will be practiced to a larger or smaller degree. But to have the law on the side of the guilty is a crime against humanity.

These lines are written under the impress of a scene of which the writer himself was a witness. A child returned from school, nervous, pale, and trembling and to the question of her mother innocently remarked, "Oh, mama, the boys made the teacher very mad. She took a stick and was hitting them so hard that I was afraid she would kill them and they cried and screamed and I shut my eyes with my hand. It was awful." This is the story of the child.

BORIS BOGEN.

Woodbine, N. J.

Educational matters promise to play an important part during the coming session of the New York legislature. The first thing to come up will probably be a scheme for the unification of the educational system of the state.

The term of State Superintendent Skinner will terminate on April 7, when the legislature will be called upon to elect a successor for a term of three years. Dr. Skinner will most likely be re-elected. There is but one other candidate mentioned; he is Principal Fosdick, of the Masten Park High school at Buffalo. How a man so exclusively identified with high school affairs can hope to convince the legislature that he ought to be state superintendent of public instruction is difficult to explain.

The negroes of Dallas, Texas, have protested against the proposition to drop some of the higher branches of study in the schools in order to introduce manual training. The change was to be made on the ground that it would benefit the negro in fitting him for work.

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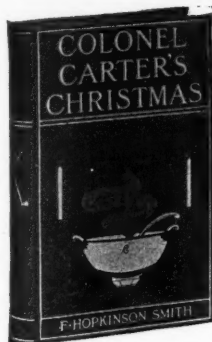
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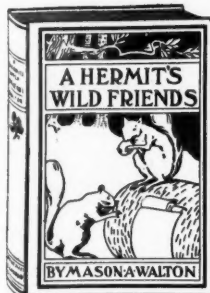


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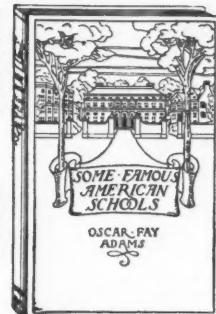
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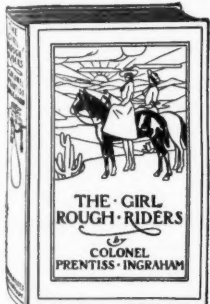


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## Books and Magazines

THE *Century* has a very strong list of announcements for the coming year, including several serials which are bound to attract widespread attention. One of them is a daring piece of historical writing entitled "The Youth of Washington: Told in the Form of an Autobiography," by Dr. S. Weir Mitchell, author of "Hugh Wynne," etc. Dr. Mitchell imagines Washington sitting down at Mt. Vernon in his old age and recording this story of his "youthful life and the influences that affected it for good or ill." Readers of the manuscript say that it gives one a new and vivid sense of the personality of Washington.

MR. JACK LONDON, author of that very successful book, "The Call of the Wild," has written a new and thrilling story entitled "The Sea Wolf," which is to appear in *The Century* in 1904. The wolf is the captain of a sealing schooner who is a strange mixture of brutality and self-culture. Another *Century* serial is Ernest Thompson Seton's "Fable and Woodmyth," a series of what might be called modern "Æsop's Fables," illustrated in the artist-author's most fantastic manner. John Burroughs will write for the same magazine several articles on "Current Misconceptions in Natural History." Thackeray's most important American letters are to see the light in *The Century* this year. They cover both the first and the second visits of the novelist to America, and record one of the most interesting friendships of his life. Another biographical series in the same magazine is Ambassador White's "Chapters from my Diplomatic Life."

THE illustrations which Maxfield Parrish is making for Mrs. Edith Wharton's series of articles on Italian Gardens which *The Century* is just beginning to print, are considered the most beautiful pictures of the kind that have ever appeared. Many of them are reproduced in color.

ST. NICHOLAS for Young Folks is thirty years old, and Mrs. Mary Mapes Dodge has been its editor from the beginning. The magazine offers a great list of attractions for 1904, but nothing that will be more popular with the children than the "St. Nicholas League," a department wherein are printed the best verse, short prose compositions, photographs and drawings sent in by young contributors. More than fifty thousand children are now members of this League.

THE Century Co. celebrates the sale of a round half million of "Mrs. Wiggs of the Cabbage Patch," and "Lovey Mary" by the issue of a beautiful holiday edition, illustrated with water-color drawings by Mrs. Shinn. The entire first edition of this issue was sold out three weeks before it was published.

AMONG the volumes of fiction which have just appeared are: "The Yellow Van," Richard Whiteing's novel of social conditions in England; "Pa Gladden: The Story of a Common Man," by Mrs. Elizabeth Cherry Waltz, whose death occurred just before the issue of this, her first book; "Gallops 2," a book of David Gray's delightful horse stories; "Sixty Jane," a new book by John Luther Long, the author of "Madame Butterfly"; "Under the Jack-staff," by Chester Bailey Fernald; and a new volume by Dr. Mitchell, entitled "Little Stories."

READERS of this column will do well to send to the Century Co., Union Square, New York, for its new illustrated catalogue of books, with a request for the valuable little "Shopping List," wherein is printed a schedule of the best books for boys and girls, arranged according to the sex and age of the children.

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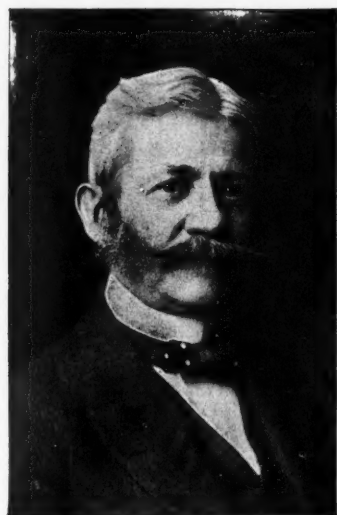
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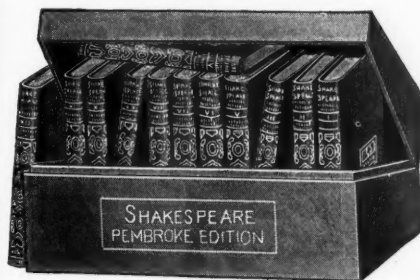
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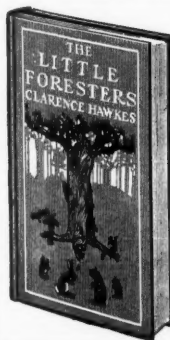
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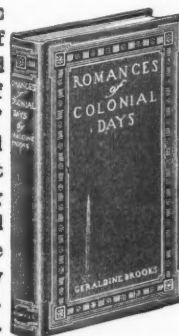
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seated around the warm fire, with the wind raging without and perhaps the snow piling in heaps in field and roadside, what can add more to the joy than a good supply of books, with their bright pictures and entertaining stories! The printing press has been very busy during these autumn days

they concern themselves, also, with the white races that came to this continent after its discovery. They are entertaining in themselves and furnish a wealth of material for the future poets and story writers. The volumes are elegantly illustrated, and in make-up show the best style of work of the bookmaker. (J. B. Lippincott Co., Philadelphia.)

*The Boss* is a story of absorbing interest on politics in New York city by Alfred Henry Lewis, a master of the art of story telling. It purports to give a portion of the history of Tammany Hall from the inside, and if the picture drawn of those who figure in the great game of politics is a true one the book will make instructive reading for the average citizen. The hero of the story came to this country as a poor boy. He has an experience at Castle Garden that lands him in a police station and a court; this brings him in contact with a district leader. Then is explained the workings



From "Baby Days," Copyright 1903. The Century Co

producing an abundance of handsome volumes for the delectation of book lovers. We present below reviews of many of these holiday books, and sample illustrations from them.

*American Myths and Legends*, by Charles M. Skinner, Vols. I. and II.—In these two volumes are contained more of the results of the work of this author in collecting the legendary lore of the American continent. Longfellow has shown in "Hiawatha" to what good use the Indian legends can be put. Other writers have produced many stories, poems, and essays that have for their subjects these transmitted but unverified histories. These stories collected and well told by Mr. Skinner do not relate solely to the Indians;

of the ward machine. The district leader having become head of the organization we are given an idea of how the larger machine is worked. The well informed reader will be able to recognize prominent characters all thru the book, which is rich in humor, fresh in incident, full of political wisdom. Big Kennedy talks like an oracle for the benefit of his successor. Some would say that the assertions made in these pages are slander; let the reader decide for himself. (A. S. Barnes & Co., New York. Price, \$1.50.)

*The Land of Little Rain*, by Mary Austin.—Among the gift books of the year none is more desirable for interest of contents or beauty of make-up than this. *The Land of Lit-*



"SQUIRE," HE SAID, AND HIS VOICE TREMBLED, "JACK'S MY DOG."  
From "The Little Shepherd of Kingdom Come." Charles Scribner's Sons.

*the Rain*, as the reader may surmise, is the region in America that most nearly approaches a desert. It lies between the high Sierras south from Yosemite—east and south over a very great assemblage of broken ranges beyond Death valley, and on illimitably into the Mojave desert. It is reached from the south by stage journey or from the north by rail, dropping out of the overland route at Reno. One cannot know this land by a brief visit; one must summer and winter there. The writer was evidently there long enough to study thoroly its human and its brute inhabitants, its trees and its flowers—to absorb all its beauty and its mystery. All these features have been described with delicate literary art. The publishers were fortunate in securing E. Boyd Smith as illustrator and interpreter of Mrs. Austin's charming sketches. His familiarity with the region and his rare artistic skill have enabled him to give the very atmosphere of the desert, and graphically to portray life, animal and human. His work is seen not only in full-page drawings, but in numerous marginal sketches that help to make this book unique among holiday volumes. (Houghton, Mifflin & Company. Price, \$2.00.)

*Hill Towns of Italy*, by Egerton R. Williams, Jr., with illustrations from photographs.—Central Italy is the region described in this book. It is one of the most interesting localities in the world, but has been somewhat neglected by travelers, on account of its inaccessibility. It includes that wonderful region of mountains extending between Rome on one side and Florence on the other, reaching from the Mediterranean to the Adriatic. On the lofty summits of these Apennines were perched the hundred cities of the Etruscans before Rome was founded, disseminating a high civilization, controlling by their powerful confederation the peninsula of Italy and the waters of the sea. Behind their battlements only rested the remains of civilization when Rome had fallen; in their churches and monasteries flickered the feeble light of learning thru the ensuing dark ages, beginning to glow again when these hill towns threw off the yoke of Frank and German and became free and independent republics. The hill towns did much to give birth to the Renaissance. In due time they reflected the lives of Dante, Perugino, and St. Francis of Assisi. To-day they are mostly deserted and crumbling to decay, but there is much to tell of the splendor of other days. The author has noted the beauty of nature in the rugged mountains and picturesque valleys and the beauty of art in the lines of countless palaces and the glowing colors of the canvases of the early masters. There is a map of central Italy and many full-page illustrations. (Houghton, Mifflin & Company, Boston.)

The little books of the *Thumb-Nail Series* are so well known that a further description seems superfluous. So far as type, printing, paper, and the embossed binding are concerned, we may say that they represent the highest style of the bookmaker's art. Bibliophile lovers and those who keep up with the trend of book decoration remember that an American artist, Blanch McManus Mansfield, designed many of the covers of the fascinating books, which include "I

Memoriam," "The Rivals," "Thoughts of Pascal," "The Cricket on the Hearth," "Lincoln," "Odes of Horace," "Epictetus," "Rab and His Friends," "Motifs," "Rip Van Winkle," "Poor Richard's Almanack," and "Marcus Aurelius." We have on hand three of the later books of the series, *Omar Khayyam*, *Socrates*, and *She Stoops to Conquer*.

The Vine and the Rose are combined in charming and significant tracery on the cover of the *Rubdydyt*. The design of the book on *Socrates* is strikingly appropriate. On the front cover the Kylix, or Greek cup, surrounded by the hemlock, is indicative of Socrates' death. Above is the head of Athena, as Socrates' was identified with the life of Athens. The checkered pattern, which appears on both covers, represents the pavement of the Stoa, where Socrates walked and talked. The back cover carries a Greek lamp, surrounded by the



HONORE DE BALZAC.

From "Little French Masterpieces." G. P. Putnam's Sons.

hemlock, typifying the philosopher's wisdom. The front cover of *She Stoops to Conquer* has the stein and deer's head, the pipes and mugs, which were the companions and intimates of Marlow, Hastings, and Tony Lumpkin in the inns where they spent so many of their hours. Prettily enough the back cover bears symbols of the damsels of the farce, their dressing-table candles, fans and bow-knots, string of jewels, and the hearts with which they all made merry that night of errors. From both covers peep everywhere grinning masks, emblematic of comedy. (Century Co., New York.)

*Famous Assassinations of History*, from Philip of Macedon, 336 B.C., to Alexander of Servia, A.D., 1903, by Francis Johnson.—The thirty-one assassinations, famous in history, which are narrated in this volume, have never before been told in a collected form in any language. The accounts of them are scattered thru many historical books. It may be said that these murderous plots have, in almost every case, "returned to plague the inventors." That the object of assassination has never been attained is a well-known historical fact. Among the great ones who have met violent ends are Tiberius Gracchus, Julius Caesar, Hypatia, William of Orange, Henry the Fourth, Abraham Lincoln, and William McKinley. The pages are embellished with twenty-nine portraits. (A. C. McClurg & Company, Chicago.)

*The Musician*, a legend of the Hartz mountains, by Frank Waters.—While a child the author read a wild German legend, which made a strong impression on him. This legend, considerably altered, is the subject of the rhymed poem in this book. He has expanded the original theme until it touches on heaven at the zenith, and on hell at its nadir, depicting man and woman as living centers open to the direct influence of Godhead on the one hand, and of the Adversary



## The Coming of the Child



From "The Christ Story." Houghton, Mifflin & Co.

on the other. In the bride he has drawn a portraiture of a perfect womanhood, and, in the bridegroom, that of a most imperfect, but potentially a noble, manhood, wrecked by a perverted devotion to false ideals and aims, but finally retrieved by a noble repentance. The story is told with dramatic intensity and in verse of musical and flowing quality that in places approaches the sublime. (Richard G. Badger, Boston.)

*The Bar Sinister*, that dog story that appeared some months ago as a serial in *Scribner's Magazine*, is now printed in book form, with the magazine pictures handsomely colored. This is a story by Richard Harding Davis that will outlive many more ambitious efforts, on account of its originality, its narrative interest, and its human sympathy. In fact, we believe it will become a classic. The work of the artist, E. M. Ashe, deserves especial praise. His pictures not only fit the text, but they are suggestive. The reader will be pleased to know that the author, in his preface, has related the facts on which the story is based. The book is printed on tinted paper with wide margins, and is neatly bound. The cover design is simple, yet very effective. (Charles Scribner's Sons, New York.) Price, \$1.50.)



"I AM THE GIANT SKRYMIR."

From "In the Days of Giants." Houghton, Mifflin & Co.

*My Mamie Rose: The Story of My Regeneration*, by Owen Kildare, is a bit of autobiography of a most interesting kind. The author was a Bowery celebrity—he was born and brought up in the Bowery district, which comprises only a small territory on one corner of the island of Manhattan. He was a prizefighter and a "bouncer" in various dives. It was his good fortune to meet a pure little woman, who kindled within him the spark of ambition and effected a transformation of his life. For eight years he fought his lower nature; he learned to read and write and became a successful playwright and author. Hall Caine testifies to the delicacy and reserve in which he has told his story. The reader feels all thru the book that it is a true transcript of life. It is a study for the reformer and the philanthropist. (The Baker & Taylor Company, New York. Price, \$1.50.)



## They all went away to the Merry Green Wood for a Wedding Feast

From "Robin Hood: His Book." Little, Brown & Co.



*Kent Fort Manor*, by William Henry Babcock.—The tract of land which is the subject of this story was granted to a lord proprietor early in the seventeenth century. You can reach it by boat from Baltimore and a rather long drive down the island. The story deals with this nook of the South during the time of the Civil war and concerns itself to a large extent with that great struggle. The characters are drawn mainly from life, for the author has a close acquaintance with the people of that region. The author has presented the philosophy of inherited memory in a way that will awaken thought. It may be said, however, that scientifically, it is in the hypothetical stage. But he thinks that what the man of science may foresee and proclaim as a probable revelation of the future, implied in what we know already, the more unfettered romancer may surely venture to present in concrete form and dramatic working out as a possible solution of his mystery. (Henry T. Coates & Co., Philadelphia.)

*The Best Tales of Edgar Allan Poe*, edited, with introductory studies, by Sherwin Cody.—Despite their gloomy atmosphere, the prose tales of Poe are masterpieces that will



"WHAT A CHATTERING!" EXCLAIMED KITTY.

From "Jim Crow's Language Lessons." T. Y. Crowell & Co.

be read by multitudes for generations and will be studied by all who wish to gain the art of short story writing. Mr. Cody's introduction gives us an insight into Poe's method. The stories in this book are classified as tales of imaginative science, tales grotesque and amusing, tales weird and beautiful, tales of ratiocination, tales psychological and gruesome. In addition, there are prose poems and studies in landscape. The frontispiece is a fine portrait of Poe. (A. C. McClurg & Company, Chicago.)

*The Philippines*, by Samuel McClintock, Ph.D., principal of the Cebu Normal school.—This is intended to be used as a geographical reader and it is so simple in style that it may be used in the fourth or fifth grade. The chapters are brief and concern themselves only with the more striking features of the islands. The pupil is not given a mass of detail. When he gets thru the book he is not cloyed, but has an appetite for more. There are descriptive chapters on the principal islands of the Philippines, and their provinces and towns, with information in regard to their history, the manners and



"HEAD DOWNWARD TO AWAIT CALLERS."

From "The Spinner Family." A. C. McClurg & Co.

customs of the inhabitants, and the products, manufactures, and exports of the islands. A separate chapter is devoted to Manila, another to the government of the Philippines. The author's position is a guarantee of his intimate acquaintance with his subject. The book is profusely illustrated with excellent half-tones from photographs, and is supplied with several colored maps. (American Book Co., New York. Price, \$0.40.)



From "The Little Colonel at a Boarding School." L. C. Page & Co.



MAGGIE AND THE GYPSY  
From "Tom and Maggie." Dana Estes & Co.

One of the prettiest stories that this year has brought forth is that of *George Washington Jones* by Ruth McEnery Stuart. The hero, who is "ten years old, little, black, sensitive," finds himself one Christmas morning absolutely without family or kindred, and almost without a friend. In his loneliness, the little boy recalls the story of his grandfather, now dead, who in the days "befo' the wah" had been given as a Christmas gift to the "loveliest mistress in all the world," and of this recollection is born a determination to give himself away to some young lady who would make him her page, for then he would "fom dat time for'rd jist live right along with the quality." The story is told in this author's fascinating, we might say inimitable, style. There are a number of illustrations. (Henry Altemus Co, Philadelphia.)

*Twilight Tales Told to Tiny Tots*, by Anita D. Rosecrans, is one of the Twentieth Century juveniles. Its language is simple and in approved story-telling form. These stories are not always new in theme: The Goose of the Golden Eggs is here. But the treatment is fresh and winning. We read of a good boy who found a fortune, with a fairy's aid, in an Ivy Tower; of a bad boy who got turned into a frog; of a child stolen by the Indians and adopted by the chief; of a wise dog and what he did; of an eccentric cat; of two little boys who ran away from home; of good fairies and bad ones; and of several other no less absorbing topics, some from real life, others from fancy. Each is short—just the right length for sleepy time, with the promise of "more to-morrow if you are good." The type is especially large and clear and the eight illustrations by Bridgman attractive and appropriate. (T. Y. Crowell & Co., New York. Price, \$0.50.)

There are some stories that will never grow old; Homer's and Aesop's are some of these. The latter have been published in all sorts of shapes and still they come out year after year in other forms. In the first place they are interesting as stories, and besides they teach many lessons. About the most interesting shape in which we have seen these stories is *Aesop's Fables Rhyme for Children*, by Richardson D. White and Margaret D. Longley. The pages are ten by twelve inches and the paper smooth and heavy. About fifty of the best fables of the old Greek slave are related in pleasant rhyme. On one page is the fable; on the opposite the picture, beautifully tinted, and so on thru the book. (The Saalfeld Publishing Co., Akron, Ohio. Price, \$1.25.)

*Among the Great Masters of the Drama*, by Walter Rowlands.—This is the sixth volume in the popular Great Masters series, distinguished by wide and accurate scholarship. It has proved very popular, for all like to read of those who have attained eminence in any calling. The author of this book has had a lifelong familiarity with the stage, and therefore writes with authority. His sketches begin with Shakespeare, whose reputation as an actor was so overshadowed by his reputation as a dramatist. Some are included that we would scarcely think of as actors, as Voltaire and Moliere. Among the others mentioned are Adrienne Lecouvreur, Garrick, Mrs. Siddons, Kemble, Kean, Macready, Forrest, Charlotte Cushman, Rachel, Ristori, Fechter, Jefferson, Salvini, Edwin Booth, Lawrence Barrett, Henry Irving and Ellen Terry, Sarah Bernhardt, Modjeska, Adelaide Neilson, and Mary Anderson. The illustrations number thirty-two, and contain half-tone reproductions of famous pictures representing scenes in the lives of eminent actors and dramatists. (Dana Estes & Company, Boston. Price, \$1.20.)

*Pa Gladden, The Story of a Common Man*, by Elizabeth Cherry Waltz.—This is a tale in which the hero is one of the most entertaining characters that have appeared in recent fiction. There is in him a unique mingling of religious sentiment and racy humor. The story of his singular experiences in a remote community—his relation to the people and the animals among whom his kindly life is led—has a strange fascination. There is a haunting suggestion of other-worldliness in the narrative; the gates of the supernatural seem now and then about to open. In *Pa Gladden's* simple soul there is a weak side toward the mysterious and the supernatural. *Pa Gladden* is likely to be one of the most notable books of the year. (The Century Company, New York. Price, \$1.50.)

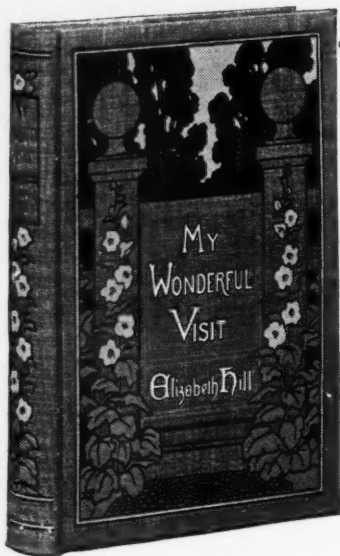
*Robin Hood: His Book*, by Eva March Tappan.—The young people never tire of reading about this jolly outlaw. This author has gathered from old poems and old English folk-stories the legends concerning Robin Hood and his merry men of Sherwood Forest, and has retold them in a fresh and delightful way, making Robin Hood more fascinating and picturesque than ever. The writer has a keen sense of humor, the legends are lighted up by it, and her style is admirably suited for a quaint and enjoyable retelling of these old-folk stories. Miss Harding has drawn a series of charming and characteristic pictures. There are outline illustrations and six full-page pictures in color. (Little, Brown & Company, Boston. Price, \$1.50, net.)



From "Folk Tales from the Russian." Rand, McNally & Co.



*The Little Foresters*, by Clarence Hawkes, author of "Master Frisky."—This book belongs to the series of "Twentieth Century Juveniles," by popular authors. Mr. Hawkes has hit upon a plan which must inevitably claim the attention of every child who picks up the book. He has



Charles Scribner's Sons.

given the animals speaking parts. *The Little Foresters* has the merit of being true and giving pictures of actual life. When you close the book you feel personally acquainted with Nimrod the Crow, the unfortunate Chucky, who fell a victim to the thunderstick, Frisk and Frolic, the indolent Bob, and all their friends and enemies. The acquaintance is improved by a series of full-page drawings by Charles Copeland which are particularly fine, true to nature, and fit the text. One can scarcely overlook the fact that Mr. Hawkes is totally blind and has been so since boyhood. Yet no reader would suspect such to be the case. The author has never ceased his observations, begun in early life. This and the fact that he has achieved independent success as a writer, form two noteworthy aspects in a unique career. (Thomas Y. Crowell & Co. Price, 60c.)

*Brother Jonathan*, by Hezekiah Butterworth.—No better hero for a story could have been chosen than the one described in these pages. Jonathan Trumbull, Washington's "Brother Jonathan," who had a part in saving the American army in nearly every crisis of the Revolutionary war, and who gave the popular name to the nation, led a remarkable life and came to be held by Washington as "among the first of the patriots." The book is a folk-lore narrative with a thread of fiction. It pictures a typical American home of those days and gives the history of a decisive period in our country's annals. His wife, Faith Trumbull, also a

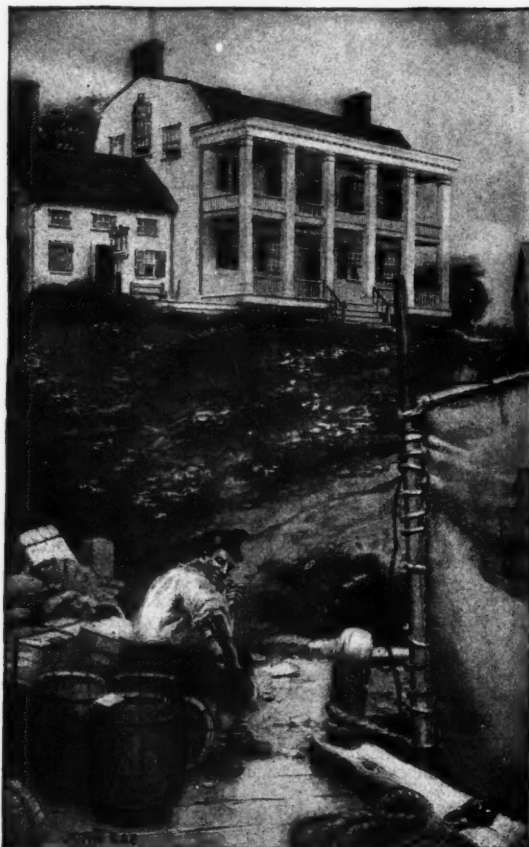


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From "More Goops." F. A. Stokes Co.

character in the story, was a descendant of the Pilgrim pastor Robinson of Leyden, and a heroic woman worthy of a monument. The book has a colored frontispiece and other illustrations. (D. Appleton & Co., New York. Price, \$1.25.)

*The Mislaid Uncle*, by Evelyn Raymond, author of "Daisies and Diggleses" belongs to the "Twentieth Century Juveniles" series. The complications of this story for children are amusing. The adventures of the little girl heroine hold the attention from the time she starts to travel as a human express "parcel," three thousand miles across the continent. She is properly ticketed and labeled to go to a certain Uncle Joseph in Baltimore, but she is delivered to the wrong Joseph. Her mother meanwhile has sailed from the Pacific coast to Chile, where her father is very ill. No one in America seems to know anything about the child. The wrong Joseph, a millionaire bachelor, is very kind to her and cares for her while search is made for the real uncle. Before the mislaid uncle is found, several interesting things are found—a tangle in kinship, a series of twins and the benefit and happiness of having a lovely, bright small girl in the house, even if she did come as a wrongly addressed parcel. (T. Y. Crowell & Company, New York. Price, 60c.)



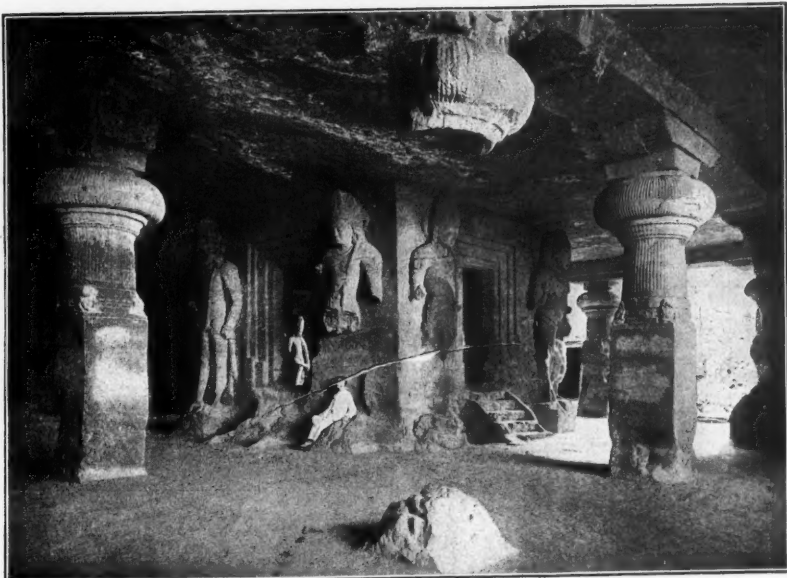
"ON THE WIDE GALLERIES OF THIS HAVEN OF REST."  
From "Thru the Gates of Old Romance." J. B. Lippincott Co.

*In Search of a Siberian Klondike*, narrated by Washington Vanderlip, chief actor, and set forth by Homer B. Hulbert.—Every one who likes a well-told story of adventure will enjoy this book. It describes Mr. Vanderlip's hunt for copper, sulphur, and gold deposits in Kamchatka and northern Siberia, and it is full of exciting experiences, some of which nearly cost the brave explorer his life. The book is rich, too, in information of a land little known to the average reader—the same land which George Kennan wrote of in his earliest book, "Tent Life in Siberia." Mr. Vanderlip spent fourteen months prospecting for a Russian syndicate and lived with the natives as one of them. His account of these experiences is a valuable contribution to the rather scanty records of these people. While Mr. Vanderlip was the chief actor in the stirring scenes he modestly describes, his story is set down by Homer B. Hulbert, editor of the *Korean Review*, and author of that forceful story, "The Sign of the Jumna." The search for a Siberian Klondike proved fruitless, but the story of the search should be one of the most fascinating books of the year. Fifty full-page illustrations, made from the pick of Mr. Hulbert's photographs, beautify the handsome volume. (The Century Company, New York. Price, \$2.00.)



*Two Little Savages*, by Ernest Thompson Seton, is a book that will be very dear to the average boy's heart. It is said that when Robert Louis Stevenson proposed to write a book for boys he consulted his young friends as to their wishes. The answer came back, "Give us a story something like Robinson Crusoe." With that famous model in mind, Stevenson wrote his "Treasure Island," a book that was an instant and permanent success. Thompson Seton also took a similar course. He inquired of the readers of his serial articles what they would like best in his next book. The several thousand answers showed almost without an exception that the boys wanted a book of woodcraft telling just what they themselves could do; how they could live the life of Indians in the woods, camp and hunt and study the wild animals about them. By a fortunate coincidence Mr. Seton had just such a work well in hand. Certainly there was no man living more competent than he to write such a book, as he has spent several years of his life roughing it in the forest, sympathizes deeply with boyish aspirations, and has literary and artistic ability of a high order. The very breath of the field and the forest is breathed from these pages, which are replete with this author's characteristic drawings. There are full-page, text, and marginal pictures. The two boys who figure in the narrative will become intensely real to the readers of this story. (Doubleday, Page & Company, New York. Price, net, \$1.75.)

*Micky of the Alley* was a little cripple that Kate Dickinson Sweetser has described in her entertaining little book bearing that title. He was not ashamed, but rather proud of his infirmity, for he knew it gave him a power over his associates that he otherwise would not have. There are other stories in the book, all relating to city life. "A Millinery opening is a story girls will like, while "Othello, Jr.," details the career of a little colored lad. The other stories are "James Barkerding, Knight," "Sal; Her Story," and "Marooned." The illustrations are by George Alfred Williams. (D. Appleton & Co., New York.)



From "India, Past and Present." H. T. Coates & Co.

*Sheba*, by Anna Chapin Ray, author of "Playground Toni," is the pathetic story of a little hunchbacked Jewish girl and her efforts to better herself. It is the story of the bad her life struggled vainly to conquer and how the good cropped out in spite of it. Around Sheba's homely figure are grouped her "dudish" (imp of Satan) brother, Solomon, who incurs the wrath of his playfellows, the "Minor Prophets," her staunch friend Adam, and her last lone friend, a nameless mongrel puppy. An authority on slum life, Jacob A. Riis, says that this book contains "the whole story of the children of the poor." It is a good story for children as well as older readers. (Thomas Y. Crowell & Co. Special cover design, four illustrations. Price, 60 cents.)



From "Brevities." H. T. Coates & Co.



"Master Robert Redding, was right side up again, sobbing himself quiet in Lovey Mary's arms."

From "Lovey Mary." Copyright, 1903. The Century Co.

*The Story of Little Tom and Maggie*, from "The Mill on the Floss" by George Eliot. This book is one of the Famous Children of Literature series, edited by Frederic Lawrence Knowles. Children have played a large part in fiction, as we have seen by the other volumes of this series. The story of the children in "The Mill on the Floss" is one of the best on the list, as it is both interesting and wholesome. The book is illustrated by Frank T. Merrill and others. (Dana Estes & Company, Boston.)

*Brevities* is a companion book to "Crankisms," by Lisle de Vaux Mattnewman, with pictures by Clare Victor Dwiggins. It is hard to tell which to admire most, the wise and witty sayings in this book or the extremely clever pictures that illustrate them. Those who were fortunate enough to enjoy "Crankisms" will know at once the character of this later production. Each page is devoted to a proverb and a picture. Some of these pages are wise, some witty—all are entertaining. The book will be as popular as its predecessor. (H. T. Coates & Co., Philadelphia. Price, \$0.80.)



"MISS DOROTHY SNATCHES ME UP AND KISSES ME BETWEEN THE EARS."

From "The Bar Sinister." Charles Scribner's Sons.

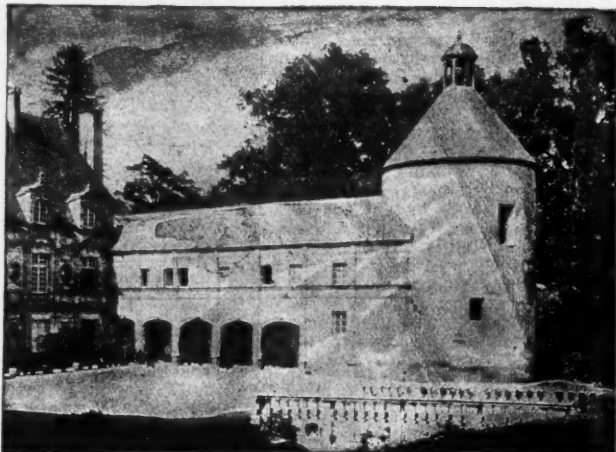
*Jane and John: Their Plays, Parties, and Picnics*, by Elizabeth Polhemus.—This charming, bright book for children from nine to fourteen, relates the experiences of Jane and John with their dolls, "Polly Wog" and Peter Post, and their friends. Thru this story the author arouses the children's interest in animal life. Jane and John hunt beetles and butterflies, and spend a summer at the seashore, where they become acquainted with many inhabitants of salt water. They have a pet rooster, and harness a frog, and become intimate with colonies of ants. Taking into account the excellent quality of the matter, and the text decorations and full-page illustrations in color, from drawings by Charles E. Heil, this book is among the most desirable juveniles of the season. (Little, Brown & Company, Boston.)

*Jo's Boys*, by Louisa M. Alcott, has appeared in another edition, with illustrations by Ellen Wetherald Ahrens. There is no excuse to be offered for the republication of one of Miss Alcott's books. The kind of interest they arouse is illustrated by the story of the manuscript of one of them that was submitted to a publisher. He gave it to his little daughter to read. She became so absorbed in the story that she read it thru almost at one sitting. Hundreds of boys and girls will find pleasure in *Jo's Boys* in this handsome, large-type edition. (Little, Brown & Company, Boston.)

*The Apex* is a little book by Thomas B. Gould, in which he attempts to explain what is meant when we speak of God, the Holy Ghost, the new birth, faith, the image of God, the new life, etc. He does not claim that the teachings in this volume are his own, but he believes them to be what the Great Teacher taught many years ago. The author's one desire is to draw attention to the truth which He gave utterance to. A great deal is expressed, in a marvelously clear way, in small space. (Richard G. Badger, Boston. Price, \$1.25.)

*The Book of the Cat*, with facsimiles of drawings in color by Elizabeth F. Bonsall, and with stories and verses written for the pictures by Mabel Humphreys.—This is a holiday art book on a somewhat original plan. The pages are fourteen by fifteen inches, the paper smooth and heavy and of a soft, yellowish tint, and there are many full-page colored pictures, besides smaller ones, at the beginning of the stories, which hit off the characteristics of our domestic pets and night prowlers to perfection. Cats of all sorts have been drawn in all imaginable attitudes. The little folk will greatly enjoy this book. (Frederick A. Stokes Company, New York.)

*Folk Tales from the Russian*, retold by Verra Xenophon-tovna Kalamatianode Blumenthal.—The old sayings and tales of nations and the ancient legends are echoes of their joys and sufferings, their hopes and fears. They show with more certainty than anything else the genius of a nation; they indicate the awakening of the human mind. This author has



CHATEAU OF BUSSY BABUTIN.

From "Romance of the Bourbon Chateaux." G. P. Putnam's Sons.

gathered together for the benefit of American youth some specimens of the poetic imagination of the Russians. Young Americans will find pleasure in these stories, by which they will look into the magic world of the old Slavic nation. (Rand, McNally & Company.)

*Four Boys on the Mississippi*, by Frank E. Kellogg, tells how four youths navigated the Father of Waters in a houseboat, the Greased Lightning. The story is one that appeals to a boy's fancy as they have many exciting adventures while trapping, hunting, and studying birds. The illustrations are by W. Herbert Dunton. (The Saalfeld Company, Akron, Ohio. Price, \$1.00.)



IN A TWINKLING HE SAW HIMSELF DRESSED IN SILVERY VELVET.

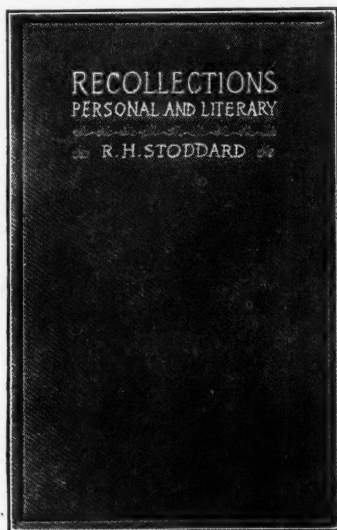
From "Twilight Tales." T. Y. Crowell & Co.





ENTRANCE TO BARYE'S STUDIO.  
From "Barbizon Days." A. Wessels Co.

*Authors at Home*; personal and biographical sketches of well-known American writers, edited by J. L. and J. B. Gilder.—If we are somewhat acquainted with the personality of an author we are quite likely to have a higher appreciation of his works. The sketches in this book are in no sense biographies; they are intended to acquaint us with the authors' home life and habits. They thus enable us to see the author behind the book. From time to time these sketches appeared in the *Critic*, where they attracted particular attention by virtue of their authenticity, as well as for the names of the subjects and the writers. It is well to note the fact that the writer of each article was selected for the purpose by the authors, and are all written with their approval. There are portraits of Whitman, Curtis, Howells, Crawford, and P. L. Ford. (A. Wessels Co., New York. Price, \$1.00.)



Cover of "Recollections." A. S. Barnes & Co.

*More Goops and How Not to be Them*, by Gelett Burgess.—Do our young readers know what a goop is? If they have read the former book on goops they will have a pretty fair idea. A goop is a boy or a girl who does naughty or unmannerly things. A singular thing about all the goops pictured out in this book is that they have round heads. The rhymes accompanying the pictures tell what they do. Some mark on the window pane, some pull chairs from under people, some pound the piano, and some take soup from the end of the spoon and spill it over themselves and the table. These are not a quarter of the bad and unmannerly things the goops do. The boys and girls who do not wish to be goops should pay heed to the instructions in this book. (Frederick A. Stokes Company, New York. Price, \$1.50.)

*Talks of Napoleon at St. Helena* with General Baron Gourgaud, together with the journal kept by Gourgaud on their journey from Waterloo to St. Helena; translated, and with notes, by Elizabeth Wormeley Latimer.—It has been said that the one capital and superior record of life at St. Helena is the private journal of General Gourgaud. It was written, in the main at least, for his own eye, without flattery or even prejudice. It is sometimes almost brutal in its realism. This journal consists of 1,200 printed pages, and is too bulky for complete translation. We want to know all Gourgaud can tell us about Napoleon; we do not want to know what he notes down concerning the famous prisoner's jealousies, his sulks, his *ennui*, his perpetual pity for himself. The translator has therefore, sifted from the two volumes of the journal almost all that Napoleon said to Gourgaud about his past life, and his speculations as to his future; also other interesting matter. The book has several fine portraits of Napoleon's officers. (A. C. McClurg & Co., Chicago.)

*The Three Graces*, by Gabrielle E. Jackson.—One would say in an instant that this is a story about girls. It is, and is one which girls everywhere English is spoken will appreciate. It is in this author's best style; those who have read "Pretty Polly Perkins" and other books know what a fascinating writer she is. The Three Graces spoken of are Grace Percy, Grace Langford, and Grace Houghton. They and many other young ladies attended the school kept by Miss Emerson, where self-government was the rule and the pupils' sense of honor was relied on to keep them in the paths of right. Many a young girl will find the pleasure of reading this book next to that of attending such a school and associating with the bright young people gathered there. (D. Appleton & Co., New York. Price, \$1.25.)



"I WAS KNOCKED NEARLY SILLY FOR A MINUTE."  
From "With the Treasure Hunters." J. B. Lippincott Co.





"HE WAS A LONG, LANK YOUTH."

[From "Folly in Fairyland." Henry Altemus Co.]

**The Spinner Family**, by Alice Jean Patterson, with frontispiece in color and many drawings in the text by Bruce Horsfall.—This book is a simple, accurate account of the habits and characteristics of many of our common spiders. It was prepared mainly from notes gathered by the author herself, and that her observation is keen and accurate the reader will testify. If he is in any doubt he has plenty of chance to satisfy himself, as streams and woods, meadows, fields, and gardens contain multitudes of these little creat-



From "Little Rivers." Charles Scribner's Sons.

ures. One purpose of the book was to stimulate this independent observation. The pleasant, familiar style in which

it is written and the numerous and beautiful drawings showing the way in which spiders live and work make this one of the most attractive and useful nature books we have seen. (A. C. McClurg & Company, Chicago.)

**Joy and Power; Three Messages with One Meaning**, by Henry van Dyke.—These are three essays by this popular American author, who needs no introduction to our readers. They are words of gold that richly merit the beautiful form in which they have been sent forth. The volume is printed on heavy tinted paper, with large heavy-face type and illuminated title page, initials, and running heads. It is handsomely bound in cloth. The address called "Joy and Power" was delivered in Los Angeles, California, at the opening of the Presbyterian General Assembly, May 21, 1903. The one called "The Battle of Life" was delivered on Baccalaureate Sunday at Princeton university, June 7. The one called "The Good Old Way" was delivered on Baccalaureate Sunday at Harvard university, June 14. (T. Y. Crowell & Company; New York. Price, \$0.75 net; postage, 8 cents.)



SHE AIMED AND FIRED.

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From "New Fortunes." A. S. Barnes & Co.

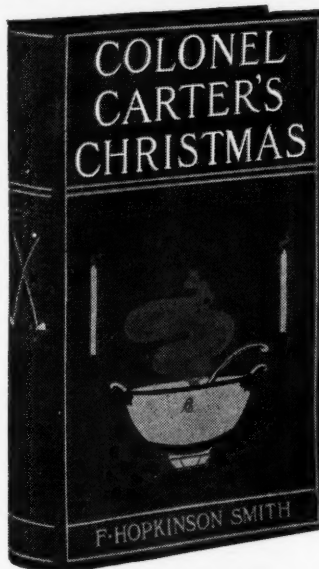
**Outdoor Secrets** is a collection of nature stories very prettily told by Margaret P. Boyle. They are about the birds and bees and flowers, are in language the child will understand, and narrated in such a way as to take fast hold on the memory. Some of the attractive titles are "How an Apple Blossom Came Back," "The Century Plant's Wish," "A Tree's Useless Life," etc. Children are so imaginative that this personification of objects in nature will especially appeal to them. The illustrations by Augusta T. Tappan are of unusual merit. The artist has evidently studied nature carefully and lovingly. (A. Flanagan, Chicago. Price, \$0.35.)

**With Ethan Allen at Ticonderoga**, by W. Bert Foster, illustrated by F. A. Carter.—Of all the heroes of the Revolutionary war there is none who is dearer to the average American than the one who captured the stronghold of Ticonderoga in so dramatic a way. This author makes Allen and those other hardy pioneers of the forest seem real. It is a book that mingles truth and fiction in a delightful way, and it will be popular with American youth. (The Penn Publishing Company, Philadelphia.)



"WHEN YOU GET A WAD, BURY IT LIKE A DOG DOES A BONE."  
From "The Boss." A. S. Barnes & Co.

In *the Camp of the Creeks*, by Louis Pendleton, is a historical tale for young people that takes the reader into the Chickasawhatchee swamp in southwestern Georgia. The time is 1836 and the events narrated are those connected with the troubles with the Creek Indians. The boys who figure in the story have numerous adventures with Indians and wild animals. The story is well told and the book will be a welcome addition to the rapidly growing list of historical tales for the young. The illustrations are by F. A. Carter. (Penn Publishing Company, Philadelphia. Price, \$0.90.)



Charles Scribner's Sons.

There is no excuse to be offered for the publication of a book on animals for children if it is a good one. Surely no excuse is needed for *Rataplan, A Rogue Elephant and Other Stories*, by Ellen Velven with illustrations by Gustave Verbeek. In the preparation of this book careful study has

been made of the habits, traits, and characteristics of the animals whose intimate lives are told in the stories. Hence the stories of the elephant, the giraffe, the kangaroo, the camel, the squirrel, the chamois, and other animals vividly illustrate their characteristics. In addition, the author has endeavored to tell young people, as pleasantly as possible, that they often make grave blunders in caring for their pets—blunders due to ignorance as to the requirements of their living toys. (Henry Altemus Company, Philadelphia. Price, \$1.25.)

*The Winner*, by Everett T. Tomlinson.—Probably the name of no other author is more often seen on the catalogs of young people's libraries than that of the author of this book. This shows that he knows what the young people want and how to put it in the shape they will appreciate. The present story, *The Winner*, deals with high school life. The title is applicable to either the principal or the pupil. The former lays down the platform that a school should be self-governing and exist for its pupils' true development, and he wins. The latter begins by opposing his teacher because of his youth, and ends by falling in with his idea, and he wins. It is one of the best stories written by Mr. Tomlinson. (American Baptist Publication Society; Philadelphia. Price, \$1.00, net; \$1.10, postpaid.)

*The Jewel Story Book*, by Florence A. Evans.—This is one of the most ingenious and instructive story books for young people that have appeared in recent years. The different jewels tell their stories. For instance, the pearl tells what happened to it under the sea and after it was brought on land, the emerald how it came from its home in the mountains of Peru; the cairngorm of its adventures in its native Scotland, etc. Likewise the cat's-eye, amber beads, turquoise, ruby, opal, amethyst, diamond, and others tell their stories. The illustrations are furnished by W. H. Fry. (The Saalfeld Publishing Company, Akron, Ohio. Price, \$0.60.)



From "King Arthur and his Knights." Rand, McNally & Co.

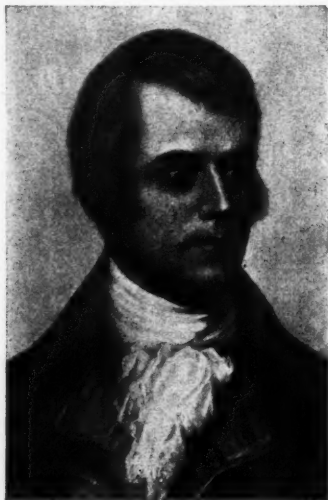
*Dickson Bend-the-Bow and Other Wonder Tales*, by Everett McNeil, pictures by Rob Wagner.—This is a holiday art book that all healthy children will enjoy. The stories are about princes and ladies and giants and other characters of the child's imaginary world and are very entertainingly written. There are page pictures, head pieces, marginal pictures, and other illustrations, all in color. Robert Wagner, the illustrator of this book, is an artist of unusual ability. His drawings show an originality, accurateness, and cleverness not usually met with in the work of so young an artist. The pages are eight by ten inches in size, the type large, and the workmanship excellent. (The Saalfeld Publishing Company, Akron, Ohio. Price, \$1.50.)





FRA BARTELOMEO'S PAINTING IN THE HALL OF APOLLO.  
From "The Art of Pitti Palace." L. C. Page & Co.

*The Story of the Golden Fleece* by Andrew Lang, with the illustrations by Mills Thompson.—This is a classical tale told in the engaging style for which this author is noted. It is in three parts: "The Children of the Cloud," "The Search for the Fleece," and "The Winning of the Fleece." The narrative concerns itself with the Fleece of Gold, and the Golden Ram, and what he did, and how the Dragon guarded his fleece, and who the man was that won it and of all that befell him on his way to find the Fleece, and on his way home. These stories of early times have their lessons to teach and are often alluded to in literature. Besides they help develop the child's imagination. (Henry Altemus Company, Philadelphia. Price, \$0.75.)



ROBERT BURNS.  
From "Little Journeys." G. P. Putnam's Sons.

*The Girl Rough Riders*, a romantic and adventurous trail of fair Rough Riders thru the Wonderland of Mystery and Silence, by Col. Prentiss Ingraham.—The story deals with real characters, men of the frontier, the army, and heroines drawn to life. The scene is the Grand Canyon country along the Colorado river and the old Mormon trail. With such material and such a scene, both practically new to the story writer, the author has produced a story of absorbing interest. This work has the approval of Lieut. Gen. Nelson A. Miles, Gen. Frank D. Baldwin, United States army, and Col. W. F. Cody, the last of the great scouts. Founded on fact and experience, the story has a vividness and interest that it could not otherwise have. The illustrations are by L. J. Bridgman. (Dana Estes & Company, Boston.)

*The Christ Story* is told by Eva March Tappan, who ranks high among writers for children. Her "Old Ballads in Prose" and "Our Country's Story" are widely known books. In her latest volume she narrates the story of the Savior from the Annunciation to the Ascension in simple, dignified language. She has kept also a clear stream of narrative, following the order of events in the life of Christ, and adding what is almost indispensable for children—certain incidental description of the country, bits of explanation about manners, customs, usages, costumes, ways of speech, and so on. These interpolations are so skilfully introduced, so neatly woven into the texture of the story, as to make a vivid narrative, reverent in tone. Especial care has been given to the matter of illustration. There are about forty-five full-page reproductions of masterpieces of the great classic and modern artists, and twenty-five half-title pages having smaller pictures from the same sources set in appropriate borders designed by Emil Pollak. (Houghton, Mifflin & Company, Boston. Price, \$1.50.)

*How the Two Ends Met*, by Mary F. Leonard, is a story dealing with some features of city life. One end of a square contained a fine mansion; the other did not keep up appearances. It had a motley throng of shops and dwellings. For a long time there was a great gulf fixed between the two ends. But they met at last. The beginning of it was when a small boy scratched a curious inscription on a damp cement walk in front of the big house. Then a tall young man who lived in the big house became acquainted with a small girl who lived in the nondescript part of the square, and thru her he began to take as much interest in the street as she had taken. The spirit of neighborliness grew until it needed only a touch of romance between the young man and the small girl's aunt to bring the whole square into friendly relationship. The book belongs to a new series of juveniles, well illustrated and attractively bound. (T. Y. Crowell & Co., New York. Price, \$0.60 net).



From "The Golden Fleece." Henry Altemus Co.





The little fox frightens the Ogre & his wife

From "Lang's Crimson Fairy Book. Longmans, Green & Co.

The wonder of the country child when it first sees the great, busy, bustling city is not greater than that of the city child when it first goes to the country. The experience of the latter is charmingly related by Elizabeth Hill in *My Wonderful Visit*. It takes a thoro student of children to tell how they think and feel, but Miss Hill has entered into the child world with rare sympathy. We feel in reading her story that we are among real children. The story will be one of the most popular ones of the season. (Charles Scribner's Sons, New York. Price, \$1.20.)

*The Daughter of a Magnate* is a title of a story that any one would say at once concerned itself with phases of American life; and so it does. Frank H. Spearman has woven a romance around that interesting institution of modern life, the railroad. It is strange that more story writers have not chosen the railroad as a subject. The atmosphere of the railroad permeates the entire story, which is not only extremely graphic, and illustrative of the perils and difficulties as well as the feats and accomplishments of railroad life, but also a love story of peculiar force and beauty. The reader will of course be particularly interested in the hero and heroine, but there are other well drawn characters. The story has a fresh, breezy atmosphere that is very refreshing. (Charles Scribner's Sons, New York. Price, \$1.50.)

*Thru an Unknown Isle*, by Charles P. Chipman.—The author of this story is a young man who gained a reputation some years ago by his story of "Two Boys and a Dog." It touches a new field in juvenile fiction and is the result of much careful reading. The author conducts some lads thru New Guinea, one of the least known countries on the globe. Tho the adventures are mainly fictitious, the characters are real lads, as he says: "I have endeavored to make my heroes in all cases real, live boys, not fanciful, youthful prodigies." (The Saalfeld Publishing Company, Akron, Ohio. Price, \$1.00.)

*Roger and Rose and Other Stories* is a little book of stories for the little folks by Katharine Beebe, an author who has attained flattering success as a writer for children. These stories relate to school, the holidays, outdoor amusements, and other topics that engage children's attention. The stories together with the pictures make the book a most attractive one. Katharine H. Greenland, the artist, should be placed near the front of the list of illustrators of children's books. Miss Greenland has drawn ever since she could hold a pencil, and as she has always been an ardent admirer of



From "Half-a-dozen Housekeepers. Henry Altemus' Co.

Kate Greenaway, her drawings naturally have taken a like form, only her children are in up-to-date gowns and suits instead of the quaint, old-fashioned garb of the Greenaway drawings. (The Saalfeld Publishing Company, Akron, Ohio. Price, \$1.00.)

*Chatterbox*, Edited by J. Erskine Clarke, M.A.—For about twenty-five years this publication has been the delight of the boys and girls of America. It has a great variety of stories, pictures, puzzles, and poems. Nature, history, industry, and people are some of the subjects treated in the articles, which will give the young people instructive and entertaining reading for many an hour. Several of the pictures are excellently printed in colors. (Dana Estes & Company, Boston.)



From "Talks of Napoleon at St. Helena." McClurg & Co



From "The Vagabond." Charles Scribner's Sons.

*Children of the Arctic*, by the snow baby and her mother. —Many of our readers will doubtless remember that a daughter was born to Lieutenant and Mrs. Peary during their sojourn in the frozen north about eleven years ago. That little girl is Marie Ahnighito Peary, the heroine of this story. When her father went back to the Arctic nearly five years later, little Ahnighito and her mother went with him. The little girl had some fine times riding, and coasting, and playing with the Eskimo children, in spite of the intense cold. Good use of the camera was evidently made by Ahnighito's father and mother, for these strange people of the north, and their dog teams, their houses, boats, etc., are pictured in all sorts of ways. Both the young people, and their fathers, and mothers will enjoy this beautifully told



From "Jack, the Fire-Dog." Little, Brown & Co.

story of life in the frozen north. (Frederick A. Stokes Company, New York.)

There is no more interesting domestic animal than the cat, which J. G. Francis has chosen for his subject in a volume of humorous rhymes and drawings. Both the children and older persons will enjoy the book. Some years ago Mr. Francis began to make funny sketches of cats and other animals, just to fill in some odd moments in a dingy Boston business office. The sketches and the jingles that helped on the fun were published in *St. Nicholas* and later gathered into a book. This fall new sketches have been added; and the new edition of *Cheerful Cats* will continue its good work of keeping young and old innocently and most heartily amused. The rhyme on the opening page

"Some cat-land fancies, drawn and dressed  
To cheer your mind when it's depressed"

reveals the spirit in which the volume was made. There are cats playing tricks on each other, cats giving concerts, cats riding a giraffe, cats giving shows, cats riding a donkey, and cats engaged in other ridiculous performances. (The Century Company, New York. Price, \$1.00.)

*King Arthur and His Knights*, by Maude L. Radford, illustrations by Walter J. Enright. —This book was prepared for pupils of the fifth grade, but those of the third



"JUST BELOW A TALL, ELEGANT WOMAN, SAT HER HUSBAND."

From "According to the Pattern." American Baptist Publication Society.

and fourth, or sixth and seventh could read it with profit. The stories have been collected from Chretien de Troyes "Yvain," Sir Thomas Malory's "Morte d'Arthur," and Tennyson's "Idyls of the King." The customs and manners described are not those of the sixth century, but those of the chivalric age, the period when the stories of Arthur were written. It is an excellent book for a school library or for a holiday gift. (Rand, McNally & Company, New York.)

*John Greenleaf Whittier*, in the American Men of Letters series, by George R. Carpenter. —All Americans must admire the Quaker poet's boldness in writing and speaking against every form of wrong, his pure life, and his unmistakable genius that was nurtured amid New England hills and strengthened by many a moral battle. His story cannot be too often told; a life of this famous man of letters could hardly come from a more gifted or sympathetic biographer than Professor Carpenter, who is himself of old New England stock, and whose studies have lain very largely in our native literature. Professor Carpenter's "Life" is on the lines made familiar by the earlier books of the series and treats of Whittier as a man of letters, presenting him as typical of the mood, temper, and ideas of the New England country people of his time and vicinity. (Houghton, Mifflin Company, Boston. Price \$1.10.)



From "Children of the Arctic." F. A. Stokes Company.

According to the *Pattern* is a society novel by Grace Livingston Hill, which pictures some of the under currents of society life. It is founded on occurrences that are too common in fashionable life, and these are narrated in such a way as to teach valuable lessons. The heroine becomes somewhat estranged from her husband who for the time being is fascinated by another woman. She determines to win him back, and for the purpose herself enters society. Cross purposes, the growing alienation, and the final reunion with its accompanying pictures of fashionable life form a story of intense interest. The book is well illustrated. (American Baptist Publication Society, Philadelphia. Price, \$1.00 net; postpaid, \$1.08.)

*New Fortunes*, by Mabel Earle, tells how Molly and her brothers came to Boulder Gulch. The story is related with so much spirit and vivacity that it will be welcomed by every girl and boy who is in sympathy with the spirit of real heroism and loyalty. The scene is laid in a Western mining camp and there are plenty of exciting incidents.



From "Literary New York." G. P. Putnam's Sons.

Among these is a strike and an attempt to blow up the works with dynamite during which Molly proves herself to be more than a heroine in name. The illustrations are by Frederick Lowenheim. (A. S. Barnes & Company, New York.)

*The Mother of Washington and Her Times*, by Mrs. Roger A. Pryor, is entirely different from any previous book on early colonial life. The whole of the brilliant social life of the eighteenth century in Virginia passes in review before the reader of this delightful book. It is full of curious information about the life and habits of colonial dames and maidens, their accomplishments, their outlook upon life, their habits of thinking, their ways of doing things, their dress and homes. Her information, beyond the ordinary

sources, has been drawn from many unpublished letters, diaries and documents illustrating all sorts of entertaining, telling facts of social and domestic life in early Virginia. (The Macmillan Co. Price, \$2.50.)



[GOLD WON'T RUST.]

From "The Treasure Hunters." J. B. Lippincott Co.



*Two Centuries of Costume in America*, by Mrs. Alice Morse Earle, is a valuable addition to her well-known works on life in New England and New York. From the intimate knowledge of the colonists which the preparation of these books has given her Mrs. Earle has come to be the acknowledged authority on such topics. American costume has been a singularly neglected subject, and is now presented for the first time in an adequate manner, attractive to the general reader as well as to the collector or student.

The book is in a sense a history of art as well as costume, for it is rich in portraits by the English artists, and artists whose work was done in America. The volume begins with the fantastic and absurd garments of Sir Walter Raleigh, and end with the Marquis de Lafayette in blue broadcloth coat and nankeen trousers, as he landed in Castle Garden, in New York in 1824. Between this Englishman and this Frenchman are given the dress of hundreds of good and great, and often also of very plain Americans. The dresses of the various religious sects, the Quakers, Shakers, Dunkards, and Mennonites are fully described. (The Macmillan Co. Price, \$5.00.)

*The City of the King: What the Child Jesus Saw and Heard* is the subject of a handsome volume by Mrs. Lew Wallace. She has described in poetic prose Jerusalem and its surroundings and the famous structures in which all the world is interested, together with the manners and customs of the people. There are several full-page, half-tone illustrations. (The Bobbs-Merrill Company, Indianapolis.)

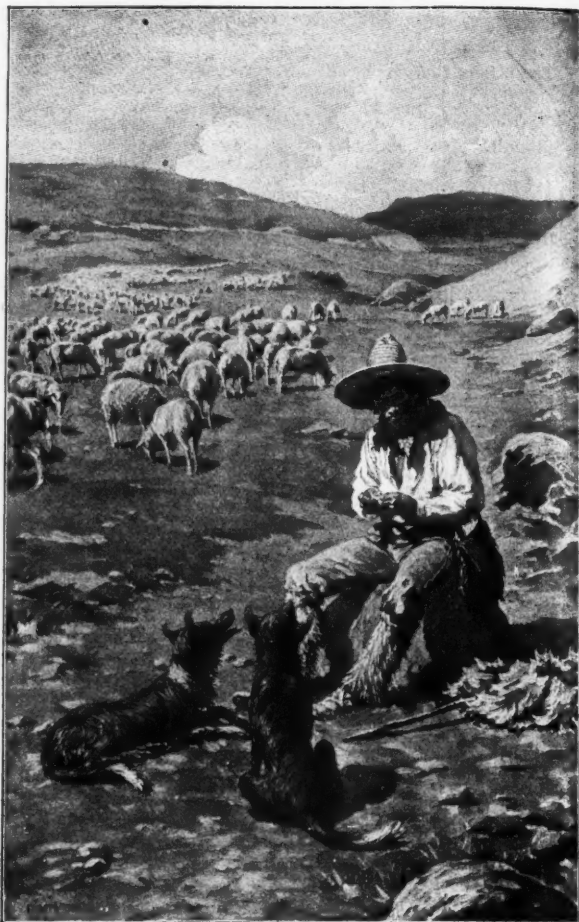
*With the Treasure Hunters*, a story of the Florida keys, by James Otis. Few writers for boys are more liked than the author of "A Charming Sally," "The Wreck of the Circus," and other stories. Mr. Otis writes of what he knows. He has had hazardous experiences in plenty. His stories are real, healthy, and full to the brim of entertainment. This story details a series of notable experiences on the Florida keys. It has a number of excellent illustrations. (J. B. Lippincott Company. Price, \$2.50.)

*In Gnome Man's Land*, by O. H. Van Gottschalk, is a picture book of magic for younger readers. A little boy, Willie, wanders thru the wonderful gnome land and makes numerous discoveries. Each page has a large picture and six lines of narrative verse. The artist has given his imagination boundless range, with a result that will be highly pleasing to the boys and girls. (Frederick A. Stokes Company, New York.)

The scene of the pretty story entitled *Thistledown*, by Mrs. C. V. Jamison, is laid in New Orleans and on the Isle de Chené in the Gulf of Mexico, and has all the witchery of the quaint southern city and the beautiful tropical island. Thistledown, the hero, is a little acrobat, who proves to be the scion of a wealthy New Orleans family, and, after appearing on the tight-rope under the management of a brutal Italian, comes to his own. Mignon and Tessa, his faithful little friends in fortune and misfortune, are lovable lassies; and Thistledown's other friends are well worth knowing. The destruction wrought by a tidal wave and the bitter price poor Thistledown has to pay for experience are the sad touches in the story; but it ends happily as all stories should. Illustrations by Benda, and an unusually handsome cover in crimson, white, and gold, make the book an especially satisfactory gift. (The Century Co., New York. Price, \$1.20, net; postage, 17 cents.)



"WITH A SUPERB BURST OF SPEED HE WAS EVEN WITH MITCHELL."  
(From "The Winner." American Baptist Publication Society.)



PETITE PETE.

From "The Land of Little Rain." Houghton, Mifflin & Co.

*Baby Days*, for very little folks is a very attractive book, edited by Mary Mapes Dodge. It contains 192 broad pages of solid delight for the wee ones, in the way of pictures and jingles, stories and verse. The first *Baby Days*, out of print for some years, was one of the most popular and best loved juvenile books ever issued. The new *Baby Days*, is for the new babies, whose fathers and mothers found such happiness in the old book. There are about forty pages of the early edition in the new, pages so high in favor they could not be lost; but the rest of the book is made up of new favorites from recent numbers of *St. Nicholas*. To continue the idea and popularity of the first book, the original cover has been retained. (The Century Company, New York. Price, \$1.50.)

*The Giant of Three Wars*, by James Barnes, is a brief narrative of the life of that sterling old patriot, Gen. Winfield Scott. Altho he was the hero of his time, during the present generation he has rather sunk into the background. His career was a unique one, as he served in the United States army for fifty-three years, distinguishing himself in the War of 1812, at Queenstown Heights, Chippawa, and Lundy's Lane. He was the chief figure in the War with Mexico, and afterward a candidate for president. All young Americans ought to study the career of such a man. Only the most prominent facts can be given in a book this size: They are presented in an attractive way by this author, who has had much experience in writing military and naval history. The illustrations are by Gordon H. Grant. (D. Appleton & Co., New York. Price, \$1.00.)

*The Little Colonel at Boarding School*, by Annie Fellows Johnston.—The Little Colonel is one of the most interesting children in fiction. This author has written several stories depicting various episodes in her career. The scene is laid in Kentucky. The heroine is a small girl, who is known as the Little Colonel on account of her fancied resemblance to an old-school Southern gentleman, whose fine estate and old family are famous in the region. This old colonel is the grandfather of the child. It is a fine story for children or for grown-ups. (L. C. Page & Company, Boston.)

*The Life of a Wooden Doll*, by Lewis Saxby.—The story of this interesting character is told in verses and pictures that will please the little ones. The pictures are page size and grotesque, but such as will arrest the attention of children. The pages are 8 x 10 inches in size and the paper of the best quality. So far as the workmanship is concerned it is one of the best children's books we have seen. (Fox, Duffield & Company, New York.)



HOW THE PRINCE ARRIVED AT THE CITY OF IMMORTALITY

From "Lang's Crimson Fairy Book." Longmans, Green & Co.

*Rhymes of Real Children*, by Betty Sage, pictures by Jessie Willcox Smith.—In this book will be found a group of quaint and charming verses, naively true to child-life interpreted in full-page drawings by Jessie Willcox Smith, reproduced in colors. The various tragic and humorous episodes of a child's day, in nursery, playroom, or garden, are sung with a deliciously natural effect. The subjects for illustrations are of just the sort to call forth the best work of Miss Smith. (Fox, Duffield & Company. Price, \$1.50; pages 11 x 12 inches.)

*Rips and Raps* is a little book that anyone will appreciate who has an ounce of humor in his composition. It is by L. de V. Matthewman, the author of "Crankisms," which many of our readers will remember. It consists of proverbs and sayings illustrated with clever pictures by T. Fleming. There are many smiles stored up in these pages. (Frederick A. Stokes Company. Price, \$0.80.)

"Letters from Pussycatville," by S. Louise Patteson.—These letters picture the life of the cat in such a way as to excite our sympathy. They tell us the meaning of the



"THE DISTANCE BETWEEN THEM GREW LESS QUITE RAPIDLY."

From "A Hermit's Wild Friends." Dana Estes & Co.

"mee-ow" of the deserted cat, when the family to whom she belongs have gone to their summer home. They tell also how a child can best serve kitty in her perplexities, and meet her needs. It should have a place in every household where there are cats and kittens, as it will secure for kitty kindlier treatment. The illustrations are from photographs by the author. (George W. Jacobs & Company, Philadelphia.)

*Little Rivers*, by Henry Van Dyke, has been published by Chas. Scribner's Sons in a form similar to the same author's later works. The title page announces that it is "a book of essays in profitable idleness." These delightful excursions



"She pinned the bed-clothes around the children." From "Mrs. Wiggs of the Cabbage Patch." Illustrated Edition. Copyright, 1903. The Century Co.



into many climes and countries have lost none of their interest and beauty during the eight years they have been before the public. For anyone interested in the out-of-door world, —and who is not in these days?—there is an irresistible charm in these stories of fishing. Mr. Van Dyke's style is always charming and his painting of the beauties of nature is done in the most delicate manner. The reading public owe the publishers a debt of gratitude for republishing this book in so beautiful a form.

*Over the Border*, by Robert Barr.—In the beginning is that famous and well-hated Thomas Wentworth, Earl of Strafford, walking in the King's Park at Hampton, and a beautiful and witty lady who comes out of the shubbery and says she is sixteen and Lord Strafford's daughter. It is startling, but appears to have the author's sanction of truth. Later comes the story of William Armstrong, a big man and a Scot, who rides thru Cromwell's army on the king's business. With him rides, for a while at least, Frances Wentworth, the young lady who appeared so theatrically out of



From "The Golden Windows." Little, Brown & Co.

the shubbery. And Frances rides upon Cromwell's business. Both of the adventurers have passes from the great Oliver, and Oliver himself appears grimly from time to time. This gay romance goes with a sweep and a swing that take the reader gallantly to the end and give him a pleasant time by the way. (Frederick A. Stokes Company, New York. Price, \$1.50.)

In *Jim Crow's Language Lessons*, Julia Darrow Cowles furnishes a collection of amusing little stories of birds and animals especially adapted to young people. From the ambitious crow that imitated the rooster to the tiny bird that sang in the night, every adventure of the feathered and furred friends will be followed with delight. The animals told about are usually the house pets—dogs, cats, and chickens. There is one cat, Peter, who keeps a boarding-house; a dog who goes to a fire and rescues a baby; another dog that telegraphs; and a hen and her family in a flood. Some of the pets are the smaller birds of the neighboring trees. (T. Y. Crowell & Company, New York. Price, \$0.50.)



"FATHER SAYS THE LORD SENT YOU. DID HE?"  
From "The Green Satin Gown." Dana Estes & Co.



ALICE CARY

From "Cary's Poems." T. Y. Crowell & Co.





"SHE LEANED EAGERLY FORWARD AND SCANNED THE WRITING."—Page 321.

From "Over the Border." F. A. Stokes Co.

*The Romance of the Bourbon Chateaux* is a most important work in regard to some of the famous show places in Europe. Enchanted gardens surround these old chateaux. Elizabeth W. Champney has strolled thru them "until the mossy statues have whispered to her the secrets hidden in the charming bosquets." Of these chateaux, Versailles is par excellence the chateaux of the Bourbons, and he who knows it intimately has lived thru the seventeenth and eighteenth centuries. Here bewitching court beauties look down on one from their frames, and the artist is impelled to look up the painters who have given them their earthly immortality. Minor chateaux, which have quietly grown thru the ages, are to be found in every direction thruout the length and breadth of France. One can scarcely go wrong, and the exploration of a region hitherto undescribed—the coming suddenly upon an unknown treasure—is such a delight that it seems an act of impertinence to lessen the number of such surprises. The author followed one of these paths thru Burgundy, that ancient province which disputes with Brittany the prestige of being least changed by modern times. For one who delights in the study of art, architecture, archeology, the lives of people of former times, this book will be a source of unending pleasure. The book is copiously illustrated by reproductions of paintings and photographs. (G. P. Putnam's Sons, New York.)

*Alexander in the Ark*, by Francis Russell Burrow, with illustrations by Edith Hope.—The wonderful adventures of Alexander are related in this volume, with many interesting details. He talks with the cat and other domestic and familiar animals, and even the nine pins with which he plays hold conversations with him. These marvelous doings and the pictures that accompany them will greatly please young children. (J. B. Lippincott Company, Philadelphia.)

*Ursula's Freshman*, by Anna Chapin Rav, is one of the excellent girls' books of the year. Boys will also enjoy it. At the end there are shadows of coming matrimonial events. Ursula is a nice little country girl, with a good mind, a decided temper, and an undeveloped taste in dress. Ursula's

"freshman" is her cousin, a clever boy in book learning and as well versed in the science of dressing as Ursula is lacking in that quality. He is a boy with sterling qualities overcast by an unmistakable priggishness. It is thru Ursula's influence that Pettijohn, as the boys have called him facetiously, becomes Pettijack and a general favorite. It is the history of this reformation, together with the development of the country girl in dress, manners, and other more important things which forms the story. The illustrations are good. (Little, Brown & Company, Boston. Price, \$1.20.)

*The Little Owls at Red Gates*, by Ella Farman Pratt, with pictures by Edith Frances Foster.—This volume for children, telling the doings of this family of owls, will be a very popular one in many a household. The book is printed in large and beautiful type, and numerous pictures scattered thru the text help to tell the story. The designs at the beginning of chapters are particularly fine. The pages are oblong in shape and seven by eight and a half inches in size. The book is bound in cloth with a handsome cover design. (Dana Estes & Company, Boston.)

*In the Days of Giants*, by Abbie Farwell Brown, is a book that will meet the mental needs of the younger children. The author has collected sixteen stories of the gods, giants, and dwarfs of the Norse mythology. She treats them as real beings, whose ambitions, rivalries, loves, and hates make stories of very great interest. Thor and his Hammer, Loki and his Mischief, Balder, and the great Odin, are clothed with fresh attractiveness by Miss Brown's lively imagination. The volume is appropriately illustrated. (Houghton, Mifflin & Company, Boston. Price, \$0.50.)

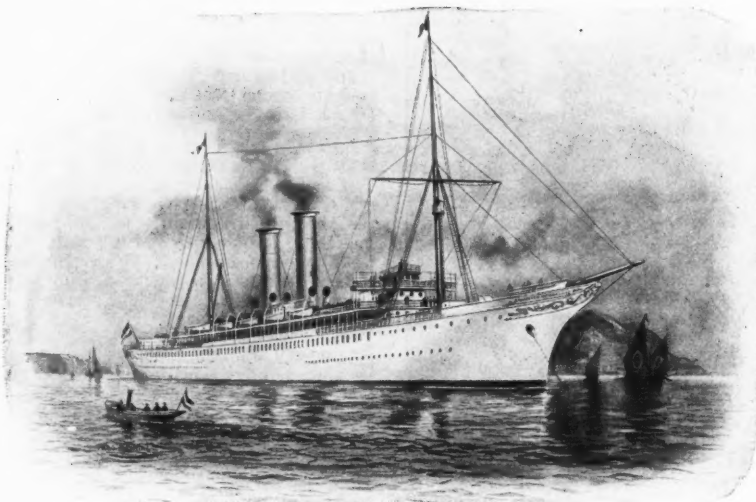
*In The Spy of Yorktown* William O. Stoddard has told in his wonderfully dramatic way the story of Arnold and Washington in the last year of the war of Independence. We read about these characters of history, in the standard historical works, but they do not glow with life and speak from the printed page as they do in fiction written by a master like Mr. Stoddard. Especially are we made to see how things darkened around the arch-traitor Arnold during these closing months of the struggle, until the final surrender at Yorktown. The illustrations are by B. W. Clinedinst. (D. Appleton & Co., New York. Price, \$1.25.)



From "Jo's Boys" Little, Brown & Co.

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THE FIRST CRUISE will leave New York about September 15, 1904, for Hamburg, Dover, Lisbon, Gibraltar, Nice, Genoa, Athens, Constantinople, Jaffa (for Jerusalem and other points in Palestine), Port Said (Alexandria, Cairo, the Pyramids, etc.), Ismailia, Bombay (where eighteen days will be allowed for an extended tour of India), Colombo, Calcutta, Singapore, Manila, Hong Kong (for Canton, Macao and other interesting Chinese cities), Shanghai, Tsingtan, Nagasaki, Kobe, Yokohama, with two full weeks allowed for visiting and touring in Japan; thence to Honolulu, and concluding at San Francisco, where the travelers take special trains to New York.

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## The Educational Outlook.

The special character of the present number has necessitated the omission from this department of a large number of news items which may be looked for in THE SCHOOL JOURNAL next week.

The exercises commemorative of the fiftieth anniversary of the election of Dr. William White Cottingham, as superintendent of schools at Easton, Pa., were a gracious tribute to the veteran educator. There were addresses by Mayor Horace Lehr, Supt. Henry Snyder, of Jersey City; Supt. Edward A. Brooks, of Philadelphia; Deputy State Supt. Henry Houck, Pres. Ethelbert D. Warfield, of Lafayette college, and Charles F. Chidsey, ex-mayor of Easton.

A fuller report of the exercises in honor of Dr. Cottingham will appear in THE SCHOOL JOURNAL next week.

A rural school section of the Minnesota Educational Association has been organized. Supt. Eric Erickson, of Renneville county, is president; Supt. F. L. Williams, of Carver, county is secretary, and Supt. D. C. McKinzie, of Hennepin county, treasurer. The first meeting of the section will be held at the December meeting of the association at St. Paul. Supt. O. J. Kern, of Winnebago county, Illinois, will speak on the "Consolidation of the Rural Schools." It is hoped to get every rural teacher in the district to the meeting.

The trustees of the University of Cincinnati have declared the position held by Pres. Howard Ayers vacant. He will probably remain until his successor is elected.

Dr. Ernst J. Lederle, commissioner of health in New York city, is to speak before the Public Education Association of Philadelphia on Dec. 3. The purpose of the meeting is to arouse interest in the plan of inspecting the public and parochial schools as a means of preventing the spread of contagious diseases among children.

The Michigan State Teachers' Association will hold its fifty-first annual meeting at Ann Arbor on December 29, 30, and 31. The officers of the association are: Pres. Henry R. Pattengill, Lansing; secretary, Supt. E. D. Palmer, West Bay City, and treasurer, Supt. H. C. Lott, Elk Rapids.

M. André Michel, the noted art critic, curator of the Louvre museum, and professor of the history of art at the Louvre school in Paris, and the lecturer of the Alliance Francaise, will deliver the following lectures in New York and Brooklyn:

Tuesday, Dec. 1, at 8 P.M., New York university, Washington Square East.

Wednesday, Dec. 2, at 8 P.M., board of education course, at Judson Memorial hall, Washington Square South.

Thursday, Dec. 3, at 3.30 P.M., Columbia university.

Wednesday, Dec. 9, at 8 P.M., board of education course, at Fifty-ninth street and Park avenue.

Thursday, Dec. 10, at 8 P.M., Alliance Francaise, Brooklyn branch, Adelphi college.

Tuesday, Dec. 29, at 8 P.M., Brooklyn Institute of Arts and Sciences, 174 Montague street, Brooklyn.

### Education Day at Syracuse.

At the recent New York Federation of Woman's Clubs' convention at Syracuse, N. Y., the subject of education was under the leadership of Dr. Ida C. Bender, of Buffalo. In an address on "Physical

Scrofula in the blood shows itself sooner or later in swellings, sores, eruptions. But Hood's Sarsaparilla completely cures it.

Education," Miss Grace C. Strachan, of New York city, said:

"We of the present day are profiting from a reaction in favor of physical training which amounts almost to a fad. This is due largely to the growth and the influence of the college for women, the stress laid on deep breathing, walking, and other healthful exercises, and to the general advance in liberal education of all kinds. Girls should have a play period after school, and that period should be spent out-of-doors, whether in the city or in the country, and it should be devoted to wholesome, muscle-building games."

Miss Florence Kelley, in speaking on "Child Labor," said:

"We have gained leisure at the cost of the children and the factory girls. The industries in which the children are employed are those that manufacture the products which we use. While we are asleep thousands of children are making the things which we buy."

The federation decided to establish a trade school for girls, and assumed the management of the Industrial school at

## All Stuffed Up

That's the condition of many sufferers from catarrh, especially in the morning. Great difficulty is experienced in clearing the head and throat.

No wonder catarrh causes headache, impairs the taste, smell and hearing, pollutes the breath, deranges the stomach and affects the appetite.

To cure catarrh, treatment must be constitutional—alterative and tonic.

"I was afflicted with catarrh. I took medicines of different kinds, giving each a fair trial; but gradually grew worse until I could hardly hear, taste or smell. I then concluded to try Hood's Sarsaparilla, and after taking five bottles I was cured and have not had any return of the disease since." EUGENE FORBES, Lebanon, Kan.

## Hood's Sarsaparilla

Cures catarrh—it soothes and strengthens the mucous membrane and builds up the whole system.

Amsterdam, N. Y., started there about twelve years ago.

## The Metropolitan District.

Dr. Charles W. Lyon, Jr., district superintendent of Brooklyn, has been elected president of the Schoolmasters' Club.

The organization of a central teachers' committee for all the boroughs in New York has been effected. President Magnus Gross, of the New York City Teachers' Association, is chairman and Edward D. Stryker, of Manhattan, secretary.

The annual meeting of the Public Education Association will be held on Tuesday, December 1, at 4 o'clock, at 19 West Forty-fourth street. President Finley, of the City college, will speak.

Pres. Albert Shiels, of the Principals' Club, has announced a series of conferences on the new course of study for the first Friday of each month. These conferences are to be strictly practical, and will include the precise problems of the various grades with appropriate illustrations of their logical sequence. They are intended to illustrate a systematic application of class-room work.

The board of superintendents has nominated Oliver D. Clark, first assistant in biology at the Brooklyn Boys' High school, as principal of the Richmond borough high school. Mr. Clark is a graduate of a state normal school and of Rochester university. After teaching a few years he took up post-graduate work at Johns Hopkins university. Eight years ago he was appointed to the biological department of the Brooklyn Boys' High school. Last year he was made principal of the Brooklyn evening high school for Men.

Altho there is a general demand in the elementary schools for stenography, the board of education has not introduced it because it has been unable to secure satisfactory teachers. In some of the schools where class teachers were found qualified to teach the subject, classes in stenography have been started.

Teachers of stenography in the elementary schools must hold the license for promotion. It is not required that they hold the license to teach the graduating class. The Isaac Pitman system of stenography has been adopted in the city schools.

Col. George B. McClellan, the newly elected mayor of New York city, has

written a book entitled "The Oligarchy of Venice," which is to be published next spring by Houghton, Mifflin & Company.

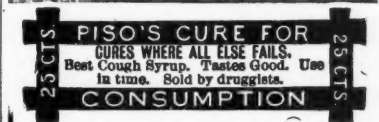
Thru the efforts of Mr. George Sawyer Kellogg, the curator of the educational museum at Teachers college, the museum has placed on exhibition a collection of casts of primitive implements. These were presented by the United States National museum. They will be used in the manual training department of Teachers college and in the grades of the Horace Mann and Speyer schools.

The casts include weapons, implements, ceremonial objects, and miscellaneous objects.

The miscellaneous weapons include spear heads from New York, stone daggers from the Mississippi valley, a stone sword from Oregon, and a club head from California. Among the implements are hatchets, axes, perforators, and gouges. There is also an interesting exhibit of stone objects found in the auriferous gravels of California.

A great change has taken place in the hotels of New York city during the last few years. They have built uptown until now there is but one first-class hotel as far down-town as Eleventh street. The St. Denis hotel during the last ten years has been obliged several times to acquire additional space to meet the constantly increasing demand of their patrons. This year they have added another café and additional rooms and now occupy nearly half the block between Tenth and Eleventh streets and Broadway. The hotel is situated in the shopping district and near the offices of all the leading educational publishers. Thus it is a most convenient and accessible place for teachers and school officers who visit the city to make Christmas purchases or buy school supplies. In fact it has become the headquarters of educational people, and ladies without escorts find in it one of the best hotels in the city. The rooms and cuisine cannot be excelled and the rates are as reasonable as can be obtained anywhere for the accommodations provided. We cheerfully recommend the St. Denis to our readers.

The chief claim advanced in favor of antikamnia tablets is that their use is not followed by depression. In cases of acute neuralgia, tested with a view of determining the pain-relieving properties of antikamnia tablets, they were found to exceed any and all others in rapidity and certainty of the relief given.





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## INCREASE YOUR SALARY

Are you worth more salary? Kellogg's Teachers' Bureau is constantly having calls for teachers in all lines of work, who are well prepared, have some experience, and can discipline. Begin early for an October, 1903, position. Perhaps you can take a place to begin now. Write at once. Form for stamp.

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### Happy People, Happy King.

No monarch is such an object of veneration by his people as King Christian IX. of Denmark, the fortieth year of whose reign all Danes are celebrating this week. More than national importance attaches to the event, partly on account of the king's personal popularity and partly because he has become related by marriage to almost every royal family. There was good reason for referring to the late Queen Louise as "the mother-in-law of all Europe."

The king's second son was called to the throne of Greece before his father ascended that of Denmark.

The three daughters are now the queen of England, the dowager empress of Russia, and the duchess of Cumberland. The court of Copenhagen has been the playground of monarchs when off duty. Here Alexander III. threw off all reserve, forgot his fears of assassination, and became a bantering, frolicsome, care-free comrade. Some forty children, grandchildren, and great-grandchildren are gathered around the aged sovereign this week. To prevent another disaster like that of 1864, in which Schleswig and Holstein were taken by Germany, and to repair this loss by internal development has been his life work. It was with this object in view that he overrode the constitution. To-day this is forgotten. No sight is so dear to the people of Copenhagen as that of their beloved monarch taking his daily horseback ride thru the streets. He is a simple, home-loving man who owes his vigor of mind and body at eighty-five to his plain living. — *Collier's Weekly*.

### A Winter in California.

The idea that it requires a small fortune to spend the winter in California is abandoned by those who know how comfortable and inexpensive the trip across the continent is to-day. A double berth in tourist sleeping car Chicago to California costs only \$6. A ticket via the Chicago, Milwaukee, and St. Paul and Union Pacific line Chicago to San Francisco, Los Angeles, or to any one of many other important California points, costs only \$33. This rate will be in effect until November 30. It is advisable, therefore, to write to-day for complete information. W. S. Howell, general Eastern agent, 381 Broadway, New York city.

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### Literary Notes.

Ginn & Company have brought out two editions of selections from Tennyson's poems, edited by Dr. Henry Van Dyke. One edition is for schools and colleges, and contains an introduction by Dr. Van Dyke, copious notes, and a classification of Tennyson's meters. The other edition is for the general public and is in library form. There are 136 selections in each of the editions.

Among the most notable features of the Christmas number of *Everybody's Magazine*, is Booth Tarkington's "Boss Gorgett," the first piece of short fiction the author of "Monsieur Beaucaire" has written in the last three years. It is a political story, giving the young champion of reform from the standpoint of the boss, and for comprehension of character and pure literary skill it must figure as one of the most powerful things Tarkington has yet done.

"The High School Choralist," by Charles E. Whiting, which D. C. Heath & Company are publishing, contains chromatic drill exercises, the minor scales, two, three, and four part solfegios and songs, anthems, hymn tunes, and patriotic selections.

### The Collegiate Dictionary.

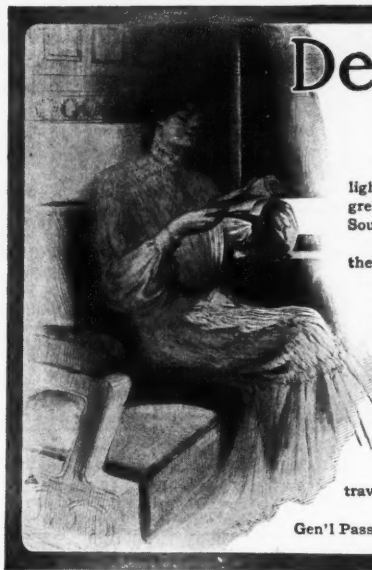
Webster's *Collegiate Dictionary* is the latest and largest abridgment of the *International*. It contains most of the essentials of the larger work, and was prepared under the same editorial supervision. It has a sizable vocabulary, complete definitions, adequate etymologies, and indicates pronunciation by familiar diacritical marks and respellings. Its appendix contains vocabularies of names, rhymes, and foreign words, tables of arbitrary signs, also a valuable glossary of Scottish words and phrases. The latter gives, as nowhere else, the correct pronunciation of the Scottish terms so frequently found in literature. It has been warmly commended by eminent authorities at home and abroad.

A special thin paper edition of this work has just been issued. This handsome dictionary is the first attempt to use the expensive Bible paper in a book of reference. The result has been in the surprising reduction to less than one-half the bulk of the regular edition, although all the matter of the regular book is retained. While containing 1,116 pages with 1,400 illustrations, the thickness has been reduced to less than an inch and a half and the weight to two and a half pounds. The paper chosen after much careful experimenting, is peculiarly successful in combining opacity, body, strength, and an excellent printing surface, with the requisite thinness.

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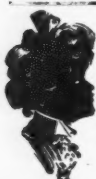
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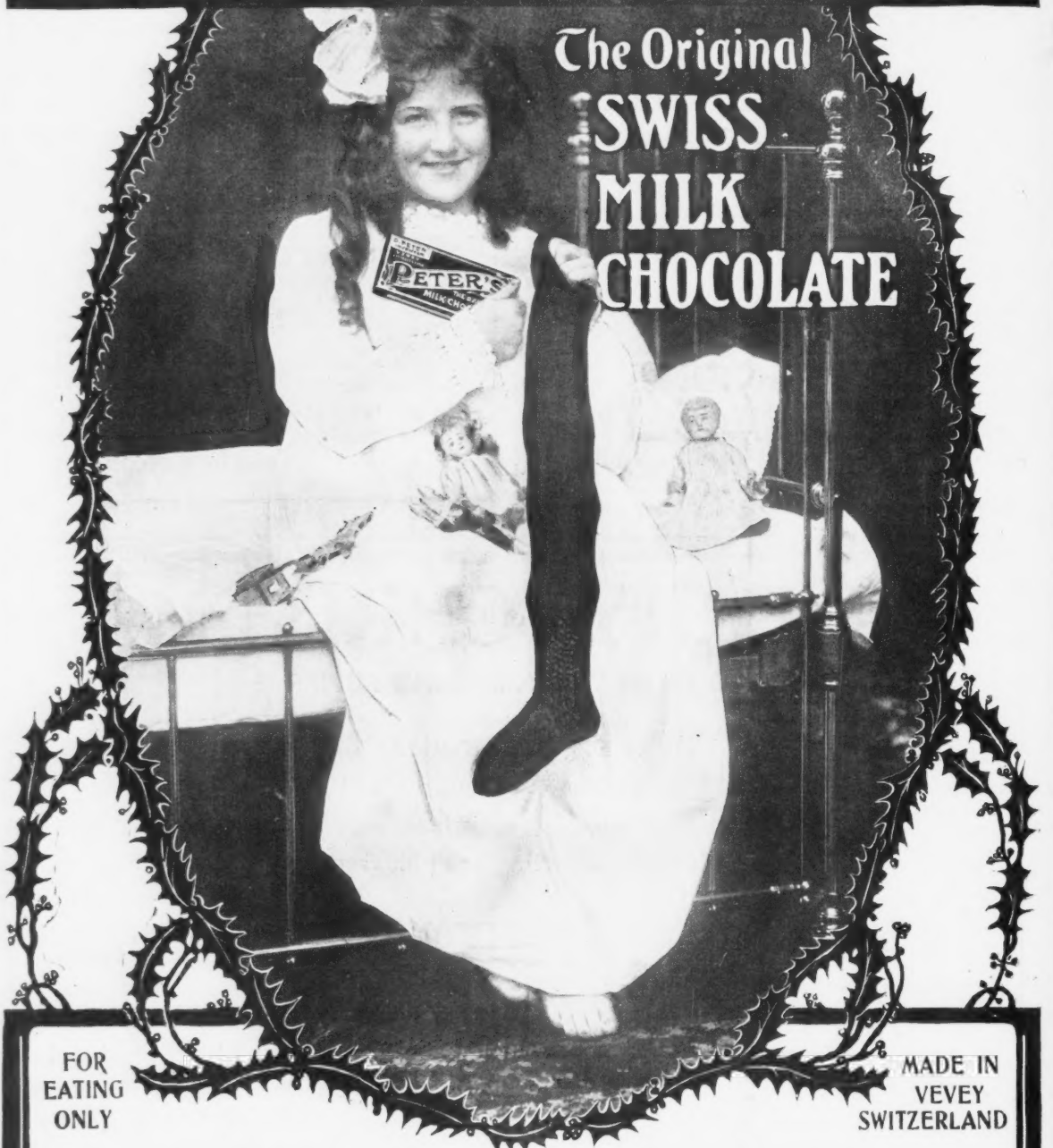
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